



Mapping the Field

A REPORT ON EXPANDED-TIME SCHOOLS IN AMERICA

FALL 2012





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Executive Summary



As of 2012, over 1,000 schools across the U.S. operate with an expanded schedule, and this number has grown markedly in recent years. These schools represent the vanguard of a broader movement to re-imagine public education in America. By expanding their operational days and/or years for all students, the schools have reformed what has been one of the most intractable features of the American educational landscape—the calendar of 180, six-and-a-half hour days that has been the norm for at least a century.

Expanding learning time has become a leading strategy for closing the achievement and opportunity gaps that plague high-poverty schools in particular. With more time, educators are able to deepen the curriculum, embed enrichment classes and activities, and engage in frequent opportunities for teacher collaboration and professional development. Over the last few years, policy and education leaders at the district, state, and federal levels have promoted and funded initiatives that enable more school time at unprecedented rates, resulting in a surge in the number of schools operating with innovative schedules and calendars.

Despite the accelerating momentum to expand learning time, little is known about the universe of expanded-time (ET) schools across the country. This remains largely a decentralized movement, with entrepreneurial endeavors that break from the conventional school calendar still the predominant mode for becoming an ET school. In an effort to better define and identify the diverse and growing cohort of ET schools, the **National Center on Time & Learning (NCTL)**, an organization dedicated to re-designing and expanding school time to improve opportunities and outcomes for all students, has developed a database to collect and present

the latest information. Focusing on individual ET schools, this database, launched in 2009, is the only resource of its kind with information on school characteristics as well as on scheduling trends taking shape at expanded-time schools across the country.¹ The database can be accessed through NCTL's website at www.timeandlearning.org/db/.

Mapping the Field: A Report on Expanded-Time Schools in America

Documenting the 1,002 schools in the NCTL Database as of January 2012, **Mapping the Field** provides analysis of meaningful trends and key characteristics in this exciting educational arena. Like NCTL's first expanded-time schools report, which was released in late 2009, the data explored in these pages represent a snapshot of an ever-changing and burgeoning field. Indeed, as the data make clear, that field is dynamic, like the database itself, with new ET schools being identified and added on an on-going basis.² By capturing, analyzing, and presenting the relevant school-level data from this diverse group of schools, the following report illuminates what we know today about the wide range of schools providing more time for teaching and learning than the conventional schedule and calendar allow.

The data explored in these pages represent a snapshot of an ever-changing and burgeoning field.

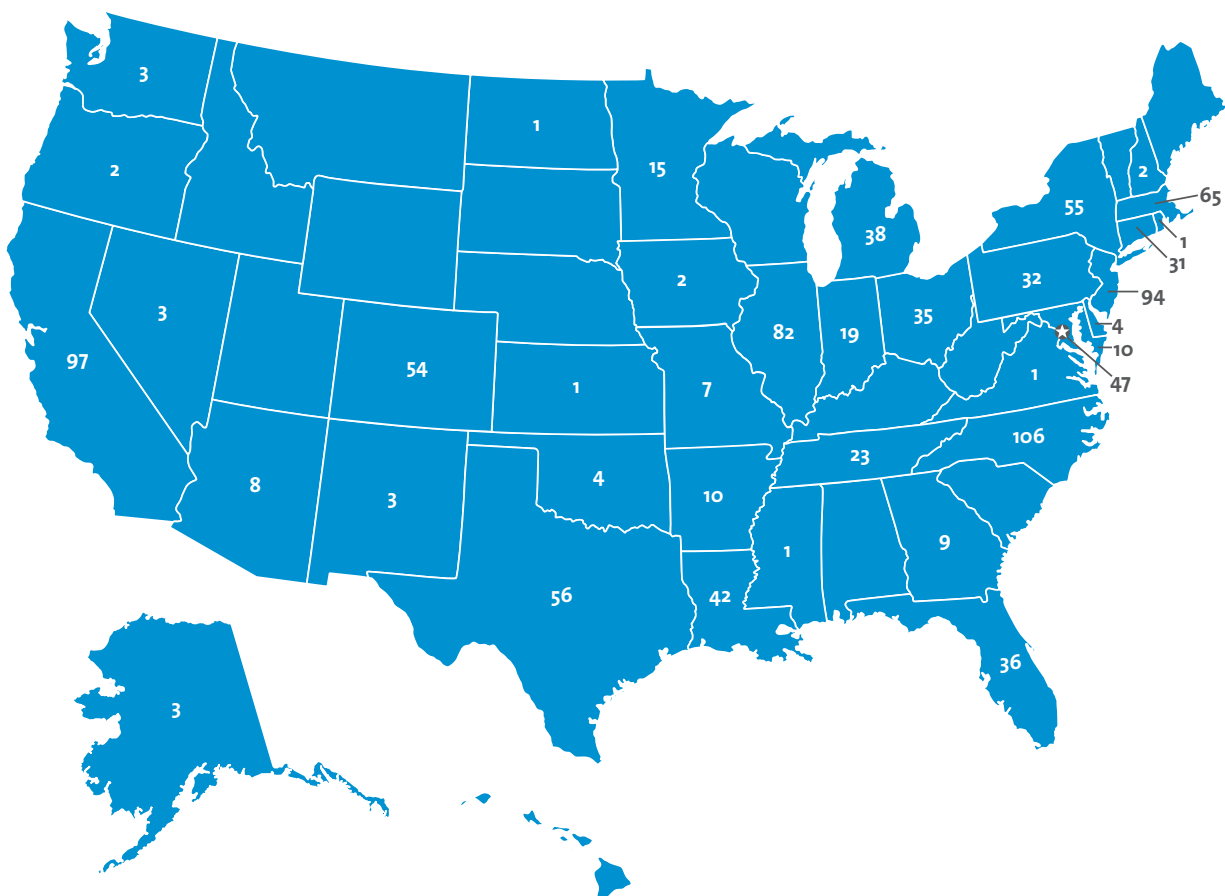


Criteria for Inclusion in the NCTL Expanded-Time Schools Database

According to criteria established by NCTL, a school will be included in the database if it has the following characteristics:

- The school must be public.
- The expanded school schedule must apply to all enrolled students.
- The school must operate with an average school day length of at least 7 hours (the national average is 6.7 hours).
- For schools qualifying based on the length of their school day, an average school day must be 30 or more minutes longer than surrounding public schools (or compared to ET schools' pre-conversion schedules).
- For schools qualifying based on the length of their school year, an average school year must be 10 or more days longer than surrounding public schools (or compared to ET schools' pre-conversion schedules).

Number of Expanded-Time Schools by State in 2011-2012 School Year



Overall, the vital statistics of ET schools reveal a field very much affected by policy. During the past several years, policymakers at all levels have begun to position expanded learning time as a core strategy in school improvement efforts and, more generally, as a necessary feature of a public school system that ensures all students are well prepared for success in higher education and the workforce. In turn, the number of ET schools in the NCTL Database has grown rapidly. And as the field has grown, so, too, has the potential impact of these schools—all of which deliberately break from the conventional school schedule and/or calendar—on long-term prospects for American education. Through its database and periodic reports about the wide and increasing range of ET schools, the National Center on Time & Learning will continue

to track this evolving field with an eye toward how these schools can, and do, take a leading role in the educational advancement of the next generation.

¹ Since its initial launch, the database has been upgraded and NCTL has introduced more refined criteria for school identification and inclusion. Specifically, in 2009, the original database criteria did not set any minimum time thresholds for inclusion and instead defined an ET school as any with a deliberately longer day and/or year than surrounding schools. Consequently, the current database population will not be compared directly to the original cohort of 655 schools that populated the database in 2009. It is important to note that the current database population is not exhaustive. Although the effort to identify schools was quite comprehensive, the necessarily de-centralized nature of the identification process likely means that NCTL was not able to locate and verify every expanded-time school in America. Appendix A details the methodology that NCTL used to identify the schools included in this study.

² Because the NCTL Expanded-Time Schools Database is designed to accommodate the dynamism of the field, more schools have been added and other information modified since the contents of the database were analyzed for this report.

Key Findings

An analysis of the 1,002 expanded-time schools in the NCTL Database reveals the following:

EXPANDED-TIME (ET) SCHOOLS ARE A WIDESPREAD AND DIVERSE GROUP

- Expanded-time schools are located in 36 states and the District of Columbia.
- The schools serve approximately 520,000 students and represent about 1 percent of all schools nationwide.
- Four in 10 ET schools are traditional district schools; the remaining 60 percent are charter schools.

ET SCHOOLS SERVE A HIGH-NEEDS STUDENT POPULATION

- Almost three-quarters (72%) of ET schools are in urban areas.
- Nearly 6 in 10 (58%) ET schools have student populations that are at least 75 percent eligible for free or reduced-price lunch (vs. 20% of schools nationally).
- One-third (33%) of ET schools serve a student body that is at least 99 percent minority (vs. 22% of schools nationally).

TYPICALLY, ET SCHOOLS ARE “YOUNG” AND “START-UP”

- Almost 6 in 10 (59%) of the schools with ET start dates that have been identified have opened with—or converted to—expanded-time schedules in the last five years.
- Over three-quarters (76%) of traditional district ET schools have become expanded-time schools in the last three years.

- Nearly three-quarters (72%) of ET schools are “start-ups,” with the remaining 28 percent converting to expanded time from a traditional schedule.

ET SCHOOLS HAVE SIGNIFICANTLY MORE TIME THAN THE NORM

- The average length of the school day across all ET schools is 7.8 hours (vs. 6.7 hours for conventional schools nationally), and 40 percent of ET schools operate with a day that is at least 8 hours long.
- More than half (56%) of ET schools feature a day at least 1 hour longer than surrounding public schools.
- Charter schools have typically expanded the school day more than traditional district schools, with almost half (46%) of charter ET schools operating with a day that is at least 8 hours long (compared with only 30 percent of traditional district ET schools).
- The average number of annual hours among ET schools is 1,430, or over 200 more hours than the national average (1,206) for all schools.

MOST ET SCHOOLS HAVE NOT CHOSEN TO MEANINGFULLY EXTEND THE SCHOOL YEAR

- The average length of the year among ET schools is 184 days, with charter ET schools featuring a slightly longer year (185 days) than traditional district ET schools (181 days).
- While a majority (57%) have a year that is at most 5 days longer than surrounding public schools, only one-fifth (21%) of ET schools offer a school year that is at least 10 days longer than surrounding public schools.

A Brief History of Expanded-Time Schools



Providing students more learning time is not a new idea. The first serious proposal for expanding school time appeared in a seminal 1983 report titled *A Nation at Risk*, which called for adding at least another hour to the school day to accommodate a more rigorous set of learning standards. A decade later, the National Commission on Time and Learning, in its report *Prisoners of Time*, put the matter succinctly:

Time is learning's warden. Our time-bound mentality has fooled us all into believing that schools can educate all of the people

all of the time in a school year of 180 six-hour days. The consequence of our self-deception has been to ask the impossible of our students.... Holding all students to the same high standards means that some students will need more time.

As forceful as these appeals were, they produced no significant institution-wide change—effectively, no movement ensued on the part of traditional public schools to break from the conventional calendar and/or schedule. The one notable exception to this adherence to school-time norms came from the emerging group of independent public schools known as charter schools. By leveraging their operational autonomy from the fixed policies of surrounding districts (including those related to school time), many charter school founders crafted their schools—which had been established to be deliberately unlike the conventional—on a platform of a longer school day and/or year.

Throughout the 1990s and into the beginning of the 21st century, charter schools stood as the most prominent models for expanding school time. Meanwhile, some non-charter, but still somewhat independent, district schools across the country also began exploring opportunities to add more school time to their calendars. These included magnet schools, such as audition arts high schools, and an emergent crop of in-district autonomous schools, such as the Pilot Schools in the city of Boston and the Achievable Dream Academy in Newport News, Virginia.

Building on these early efforts to retool the conventional school calendar, several districts launched district-managed initiatives to add time to a group of underperforming schools. The earliest high-profile version of these initiatives took place in New York in 1996, when then-Chancellor Rudy Crew increased learning time in the schedules of a few dozen struggling schools by adding 20 minutes to the day and 5 days to the year. A few years later, in Miami, where he had moved in 2003, Crew established the School Improvement Zone, which added 1 hour daily and 10 more instructional days to 39 schools in the Miami-Dade School District. Though these two particular initiatives have now been phased out, similar initiatives are in operation today in districts such as Houston, Denver, and Volusia County (Daytona Beach), Florida. Several districts in the state of Massachusetts also have expanded school time for a select number of schools through a competitive grant program. The Massachusetts Expanded Learning Time (ELT) Initiative provides funding to district schools that add 300 annual hours to the school year and is the only state grant program of its kind.

“Our time-bound mentality has fooled us all into believing that schools can educate all of the people all of the time in a school year of 180 six-hour days.... Holding all students to the same high standards means that some students will need more time.”

—PRISONERS OF TIME

For the past decade, the conversion of many traditional district schools to independent charter schools has also enabled the growth of expanded-time schools nationally. Though a given district’s intent for school conversion may not be to increase learning time, per se, these charter schools are more likely to go on to develop an educational model that revolves around a longer day and/or year.³ This conversion strategy is one that New Orleans (through the Recovery School District) and Philadelphia, among others, have adopted.

Innovative Policies Supporting the Growth of the Expanded-Time Schools Movement

Even as the formation and occurrence of ET schools accelerated somewhat by the middle of this past decade, aside from the multi-state charter school networks such as the Knowledge is Power Program (KIPP) and Achievement First, the various streams for the establishment or conversion of ET schools were mostly localized efforts. Some, like the Miami School Improvement Zone and the Massachusetts ELT Initiative, had garnered a bit of attention among education leaders around the country, yet not enough to ignite a significant shift in practice across the nation. It was not until the Obama Administration, through the education reform efforts launched as a part of the American Recovery and Reinvestment Act (ARRA), established new policies incentivizing more school time that the field saw considerable movement. Among the new and reformed federal programs, the most significant is the School Improvement Grant (SIG) program, which aims to turn around chronically under-performing schools. In funding SIG schools to engage in a deep reform process focused on fueling higher student achievement, the U.S. Department of Education explicitly calls for “increased learning time” as one of the key strategies that schools selecting specific reform models must employ. During the 2010–2011 school year, the SIG program, with monies through ARRA alone totaling about \$3.5 billion, provided grants to over 1,200 schools nationwide.

Together, these multiple paths for expanded-time school establishment or conversion have resulted in a population of over 1,000 expanded-time schools nationwide.

While it appears, to date, that only a minority of SIG schools have expanded their schedule and/or calendar in a way that meets the NCTL Database criteria, the SIG program is nonetheless significant as a primary pathway for schools to expand learning time. Along with increasing the number of ET schools nationally, the SIG program has established a policy framework with more time as one of the core components of any school improvement process.⁴

This approach to promoting expanded learning time by embedding it within a broader constellation of high-impact improvement strategies also has been adopted by many states in their own ARRA-motivated efforts to turn around low-performing schools. For example, a number of states have crafted state-operated “innovation districts” aimed at spurring broad-based innovation—including the ability to diverge from the standard schedule—among regular district schools. These innovation districts essentially transfer select district schools into a superseding structure that offers the individual sites some autonomy from their home districts, and, in so doing, opens the door for the creation of more ET schools. A number of states—Massachusetts, Colorado, Connecticut, Maine, Kentucky, and Tennessee—now have these innovation districts, or a similar policy structure, in place. Additionally, many states also have lifted the cap on charter schools, a move that will likely stimulate the establishment of even more schools with expanded time.

Meanwhile, many states also have earned new waiver flexibilities from the Elementary & Secondary Education Act, enabling them to re-direct federal funds to support expanded-time schools. The waivers permit states to use dollars previously reserved for the remedial tutoring program known as Supplemental Educational Services (SES) and for the once exclusively out-of-school time initiative known as 21st Century Community Learning Centers to expand school time for an entire student population. While states have not yet had time to implement the new approaches made possible by the waivers, they, too, are likely to lead to the establishment of more ET schools, primarily through the conversion of existing district schools to a longer day and/or year.

Together, these multiple paths for ET school establishment or conversion have resulted in an NCTL Database population of over 1,000 ET schools nationwide. While these 1,002 schools represent only about 1 percent of the total universe of American public schools—a testament to the challenges of expanding school time much beyond the norm—that proportion is almost sure to grow in the coming years. As discussed above, more avenues for funding have become available, and, importantly, the strategy of expanding time has become embedded within the broader school reform agenda with much greater frequency. Consequently, both practitioners and policymakers are increasingly coming to the conclusion that ambitions to turn around chronically low-performing schools and, indeed, to strengthen American schools overall, must incorporate more learning time.

³ National Center for Education Statistics. (2009). *Schools and staffing survey, 2007–2008*. Washington, DC: U.S. Department of Education.

⁴ In the analysis that is presented in this report, the 77 SIG schools in the NCTL Database are sometimes disaggregated to ascertain preliminary trends in this relatively new group of expanded-time schools.

The Value of More Time



Why do many education policymakers and the school leaders in the 1,000-plus schools included in the NCTL Expanded-Time Schools Database consider the conventional school schedule and calendar of 180, six-and-a-half-hour days inadequate, especially for students in high-poverty communities? While educators at each ET school have their own unique set of reasons for choosing to expand time, their choice carries with it **three key benefits**⁵ for all:

- I. Having more time in the school day allows educators at expanded-time schools to **develop longer and/or supplemental academic classes**, which, in turn, enables teachers to broaden and deepen the content of these classes. Consider the following advantages of having more time, reported by teachers in some Massachusetts ET schools:⁶
 - Covering more material and examining topics in greater depth
 - Completing, reinforcing, and extending lessons
 - Connecting concepts occurring in different classes
 - Setting context and repeating content, if necessary
 - Answering students' questions
 - Discussing and reflecting on lessons

Moreover, with the imminent implementation in most states of the Common Core standards in math and English language arts (ELA)—the most rigorous standards to date calling for students to gain and apply a wide range of knowledge and skills—additional time will likely play an ever more crucial role in the push toward higher academic achievement.

- II. Expanding overall school time allows schools the flexibility to also **incorporate enrichment classes and activities** that enhance students' educational experiences and engagement. In an environment where accountability to learning standards is paramount, schools are sometimes forced to shift time away from non-tested subjects, ensuring sufficient time to develop student proficiency in the tested subjects.⁷

Thus, expanded time allows schools to offer enrichment classes—such as visual and performing arts, technology, and physical education—along with various enrichment activities, ranging from forensics and robotics to service learning and apprenticeships with businesses and other community partners. When combined with rigorous academic offerings, such enrichment creates a more well-rounded education for each individual student.

- III. A longer school day and/or year gives schools opportunities to **dedicate ample time for teacher collaboration and professional development**, which together enable educators to strengthen their instruction. Research has shown that having regular times for teachers to meet as a group to discuss student performance and pedagogical techniques is one of the most potent factors leading to higher-quality instruction as well as an intensified commitment to higher expectations.⁸

Although the significance of these reported benefits carries great implications for education and policy leaders at every level, having more time does not by itself guarantee these or other benefits; time must be used wisely and well. As the National Center on Time & Learning explains in *Time Well Spent*, its 2011 publication profiling high-performing, expanded-time schools, time operates as just one “gear” of four in the machinery of school improvement. The other three gears—people, culture, and data—must work in concert with time for it to have a real impact on student learning.⁹

Also, notwithstanding the benefits of more learning time for teachers and students, there are still considerable structural barriers to expanding school time beyond the conventional time norms. Such obstacles typically include the need for additional resources to support the longer day and/or year and the hard-to-quantify, but still substantial, resistance

by many key stakeholders to major institutional change. For charter or magnet schools, which operate with independence from the institutional and fiscal structures that tend to keep the calendar and/or schedule firmly in place, these barriers are somewhat easier to surmount. However, for traditional district schools, emerging policies and newly available funding streams at the federal, state, and local levels that support the expansion of school time have become key, even necessary, levers to implementing the expanded school day and year.

Today, the interplay between the forces pushing against school time expansion, on one side, and those advancing the potential positive impact that more time can have on teaching and learning, on the other, frame the ET schools movement. The vital statistics presented in the analyses that follow describe a field of ET schools that is playing a critical role in changing the American educational landscape. By their very formation and continued growth, ET schools, as documented in these pages, suggest that the momentum toward expanding time could very well stand at the leading edge of the transformation of American schooling.

⁵ For a summary of research see Farbman, D. (2012). *The case for improving and expanding time in school: A review of key research and practice*. Boston, MA: National Center on Time & Learning, available at www.timeandlearning.org/caseformoretime.

⁶ Checkoway, A., et al. (2011). *Evaluation of the expanded learning time initiative year four integrated report: 2009-10*. Cambridge, MA: Abt Associates, p. 53.

⁷ See, for example, McMurre, J. (2008). *Instructional time in elementary schools: A closer look at changes for specific subjects*. Washington, DC: Center on Education Policy.

⁸ Louis, K.S., et al. (1996). Professional community in restructuring schools. *American Education Research Journal*, 33, 757-798; and Camburn, E.M. (2010). Embedded teacher learning opportunities as a site: An exploratory study. *American Journal of Education* 116, 463-89.

⁹ Kaplan, C. and Chan, R. (2011). *Time well spent: Eight powerful practices of successful, expanded-time schools*. Boston, MA: National Center on Time & Learning.

Profile of Expanded-Time Schools



The following descriptive analyses reflect the data set in the NCTL Database as of January 2012. These data are used to construct a profile of the expanded-time schools in aggregate and, when relevant, the data are disaggregated to explore meaningful differences between and among certain subgroups of ET schools.¹⁰

Expanded-Time Schools Are a Widespread and Diverse Group

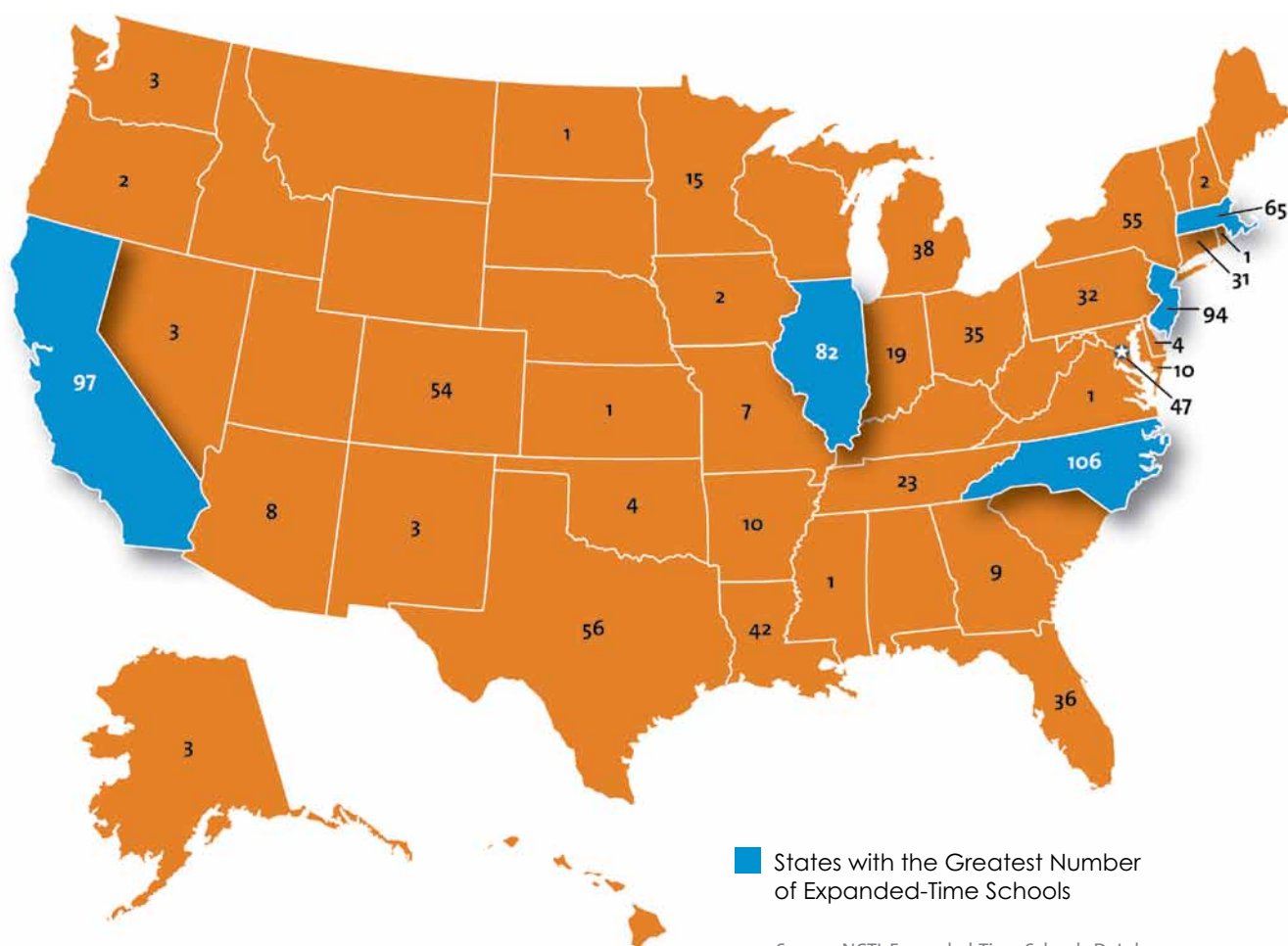
Expanded-time schools are not limited to a small number of states and districts. As documented in Figure 1, NCTL was able to identify 1,002 expanded-time schools in 36

states and the District of Columbia, operating in school year (SY) 2011-2012. (For a complete list of schools included in the NCTL Database, and their locations, see Appendix C.) These schools serve approximately 520,000 students in total, representing a significant increase from the findings in NCTL's 2009 report, which identified 655 schools serving approximately 300,000 students. All told, expanded-time schools now represent about 1 percent of the total of roughly 100,000 public schools and 1 percent of the total K-12 student population of approximately 50 million.¹¹

Subgroups in the Expanded-Time Schools Database

The NCTL Database comprises several distinct subgroups of schools. Often, there are meaningful differences in time practices (and other indicators) between and among these subgroups, and, thus, we highlight these differences throughout this report. For example, traditional district ET and charter ET schools are often afforded varying degrees of scheduling autonomy—a factor that has the potential to shape distinctive trends between these subgroups. Similarly, schools serving different grade levels are also included as subgroups because they are frequently subject to different time requirements from their state or district. Finally, we also separate out a new cohort of traditional district ET schools, termed School Improvement Grant (SIG) schools. These schools received federal funding with the specific requirement, among others, to increase learning time for students. Because a number of stakeholders have interest in tracking the time practices of these SIG schools, we separate them out for review.

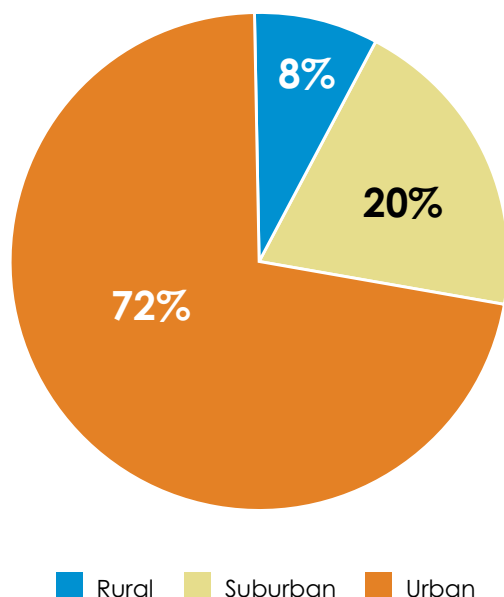
Figure 1 Distribution of Expanded-Time Schools by State ($n=1,002$)



The five states with the greatest number of ET schools—California, Illinois, Massachusetts, New Jersey, and North Carolina—are all states with significant policies in place to encourage ET school establishment and/or conversion. These policies include, but are not limited to, minimal

restrictions on the number of charter schools permitted; localized efforts to extend greater flexibilities—including scheduling autonomies—to individual schools; and state grant-funded initiatives, such as the Massachusetts Expanded Learning Time (ELT) Initiative.

Figure 2 Percentage of Expanded-Time Schools by Urbanicity Status
(n=824)



Source: NCTL Expanded-Time Schools Database
(January 2012)



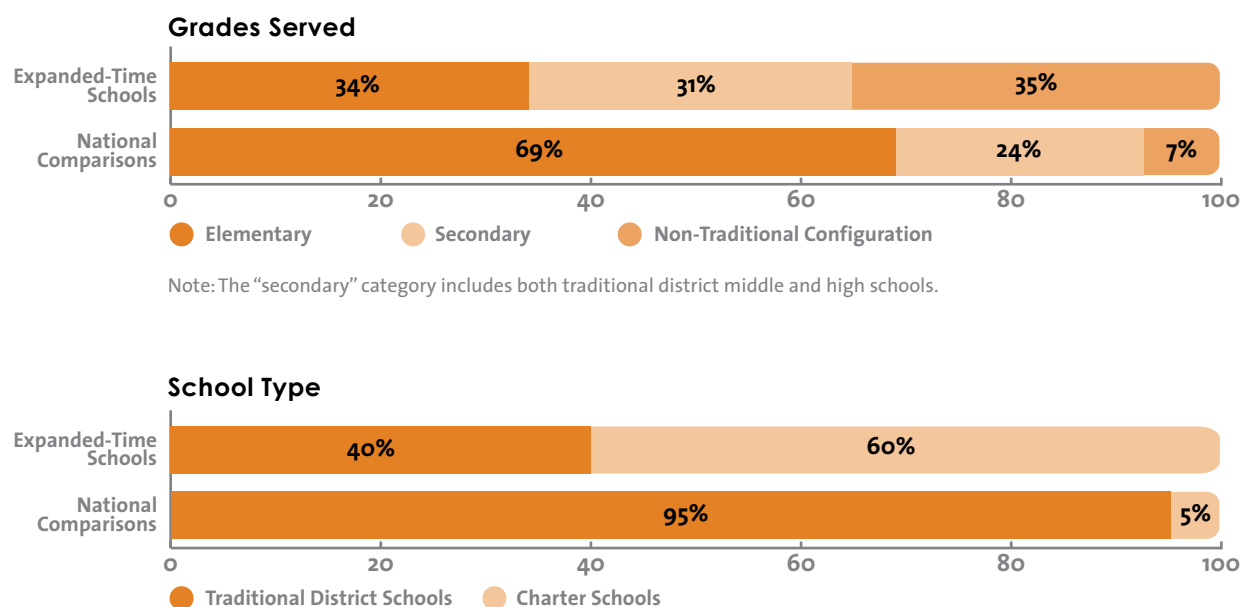
A large percentage of expanded-time schools are located in highly-populated states. California, Illinois, New Jersey, and North Carolina—four of the ten most populous states according to the 2010 U.S. Census—are home to 38 percent of the expanded-time schools in this study (totaling 379 schools).

The vast majority of expanded-time schools are located in urban areas, with a strong representation in many of the nation's largest cities, including New York, Los Angeles, Chicago, and Houston. Seventy-two percent of ET schools are located in urban areas and 20 percent in suburbs, while only 8 percent of ET schools are located in rural areas (Figure 2).

Compared to the national population of schools, a larger proportion of expanded-time schools are charter schools. In contrast to 5 percent of schools nationally that operate with a charter, 60 percent of expanded-time schools identified by NCTL are charter schools (Figure 3). This finding, nevertheless, represents a smaller proportion than was identified in the 2009 NCTL report on expanded-time schools, where 74 percent of the schools then in the database were charter schools.

*The population of expanded-time schools comprises fewer elementary schools than is the case nationally.*¹² While nearly 70 percent of schools nationally are elementary schools, only about one-third of ET schools are elementary schools (Figure 3).

Figure 3 Characteristics of Expanded-Time Schools ($n=1,002$)



Sources: National Center for Education Statistics Public Schools Universe Survey (2008-2009) and Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data

Expanded-time schools are also much more likely to have a non-traditional configuration of grades (e.g. K-8 or 5-12) than are schools nationally. While only 7 percent of schools nationally have a non-traditional configuration, 35 percent of ET schools do (Figure 3).

Expanded-Time Schools Serve At-Risk Student Populations

Expanded-time schools are more likely than are other public schools to be Title-I eligible¹³ and much more likely to be schools with high concentrations of low-income students. Eighty-six percent of expanded-time schools are Title I-eligible, while only 65 percent of schools nationally meet the Title I eligibility criteria. Further, when examining the NCTL Database to track schools with even higher concentrations of low-income students, we see that a majority (58%) of ET schools are composed

of student populations where three out of every four students are low-income (i.e. eligible for a free or reduced-price lunch). In comparison, nationally, only 20 percent of schools have a student body that is at least 75 percent low-income (Figure 4).

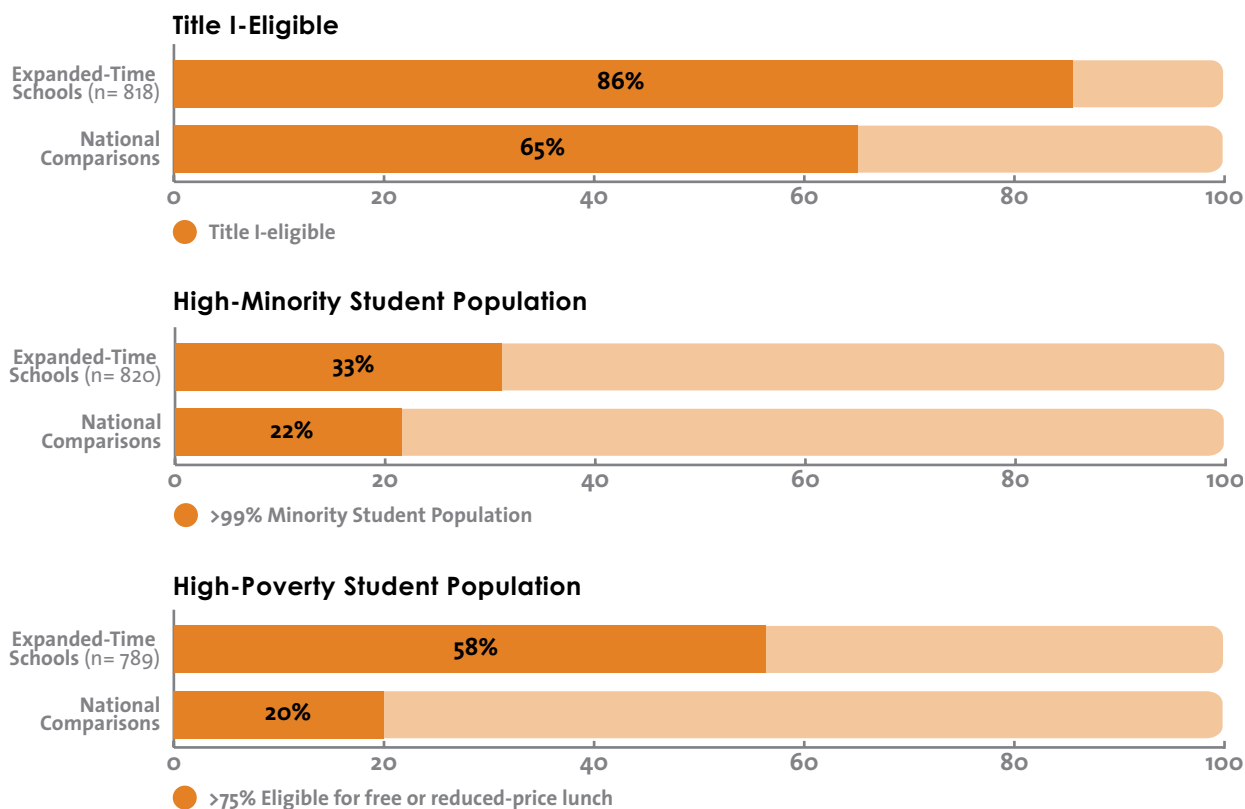
Many expanded-time schools serve high-minority student populations. On average, approximately 33 percent of the expanded-time schools in the NCTL Database serve near universal minority student populations (i.e., >99% minority student population) (Figure 4). Charter ET schools are more likely to serve a nearly all minority student population, with 42 percent of charter ET schools doing so. Twenty-two percent of traditional district expanded-time schools serve nearly all minority students—a figure equal to the percentage of district schools nationally that fall into this category.

Expanded-Time Schools Are More Likely to Start with Expanded Schedules than to Convert from a Conventional Schedule

NCTL identified two distinct types of expanded-time schools: The first type is “converted”—those schools that at one time operated on a conventional schedule but have intentionally transitioned to an expanded schedule, either through their own choice or as a reform encouraged or required by the district or state. The second type is “start-up”—those schools that were established with a schedule that was deliberately longer than surrounding public schools.

“Start-up” expanded-time schools in the NCTL Database are much more common than are “converted” schools, with 72 percent of schools identified as this initial type. Within the “start-up” category, charter schools are more likely than traditional district schools to begin with an expanded schedule (97 percent of charter ET schools vs. 28 percent of traditional district ET schools). The remaining 72 percent of traditional district ET schools have converted to a schedule that expands beyond that of the other schools in their home district.

Figure 4 Characteristics of Students in Expanded-Time Schools



Sources: National Center for Education Statistics Public Schools Universe Survey (2008-2009) and Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data



Expanded-Time Schools are Typically “Young”

A vast majority of ET schools in the NCTL Expanded-Time Schools Database have either been established with, or converted to, expanded time in recent years. Overall, 86 percent of ET schools with known start dates have operated for less than a decade, and nearly 60 percent of ET schools have operated under an expanded schedule for five or fewer years. Further, 39 percent of schools in the database have implemented an expanded schedule within the last three years (Figure 5).

Traditional district ET schools are more likely than charter ET schools to have recently enacted an expanded-time schedule. Approximately three-quarters of the newest group of expanded-time schools (i.e. fewer than three years of operation under an expanded schedule) are traditional district schools. Conversely, the 14 percent of all expanded-time schools with more than 10 years of operation under an expanded schedule are primarily charter schools. Ninety-one percent of expanded-time schools with greater than 10 years of operation are charter schools (Figure 6).

Significant new policies have been enacted to enable the growth of expanded-time schools. The findings here suggest that such policies are having a real-world impact, especially as they stimulate traditional district schools to convert to expanded time.

Newer ET schools have largely converted to an expanded-time schedule from a traditional schedule, while older ET schools predominantly started as such. In fact, ET schools with fewer than three years of operation are three times more likely to have converted to that schedule (75% vs. 25%). Meanwhile, nearly all (99%) of the ET schools with greater than 10 years of operation are “start-up” expanded-time schools (Figure 6). As noted in the “Brief History” section of this report, during the last few years, significant new policies have been enacted to enable the growth of expanded-time schools. The findings here suggest that such policies are having a real-world impact, especially as they stimulate traditional district schools to convert to expanded time.

¹⁰ Whenever possible, data for all schools are included in each analysis; however, in several cases, data were not available for every school in each area examined. Thus, the *n (number)* for each data point is included and should be considered in determining the magnitude of each finding.

¹¹ National Center for Education Statistics. (2011). *Digest of education statistics, 2010*, Chapter 2. Washington, DC: U.S. Department of Education.

¹² Data from the federal Schools and Staffing Survey (SASS)—the only nationally representative data source available on time practices across schools—is used to provide national averages for comparison to the expanded-time schools. The most recent SASS administration took place in SY2007-2008 and is used in conjunction with the U.S. Department of Education’s Public School Universe Survey, SY2008-2009.

¹³ Eligibility for school-wide Title I programs requires that at least 40 percent of the school’s enrollment comes from low-income families.

Figure 5 Percentage of Expanded-Time Schools by Number of Years as an ET School (*n*=545)

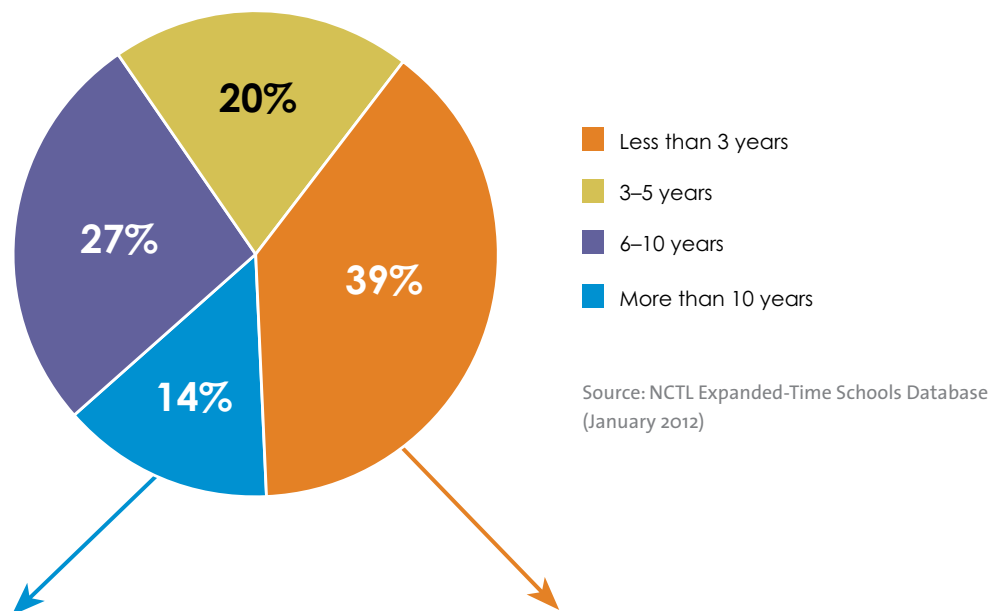
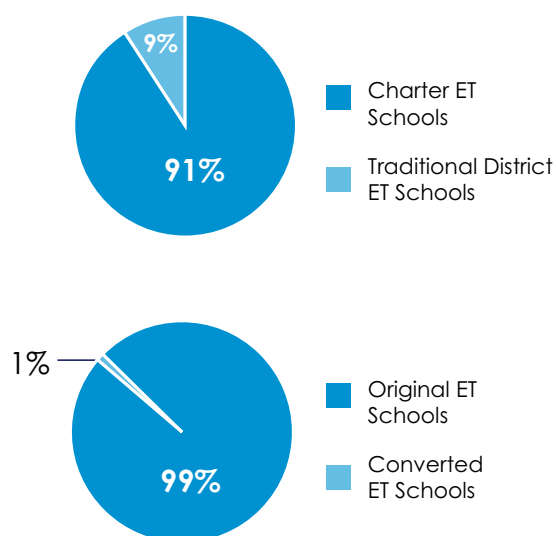
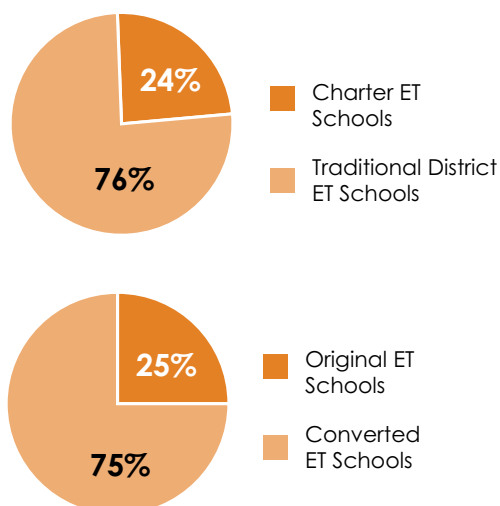


Figure 6

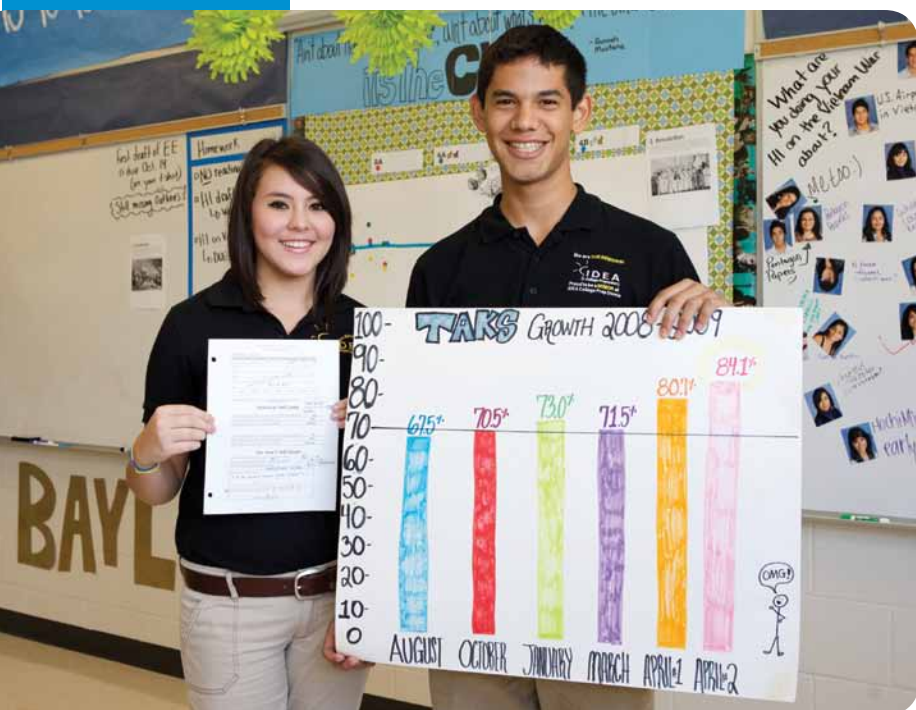
ET Schools Operating on an Expanded Schedule More than 10 Years (*n*=76)



ET Schools Operating on an Expanded Schedule Fewer than 3 Years (*n*=212)



Time Practices in Expanded-Time Schools



Expanded-time schools in the NCTL Database provide, on average, about six-and-a-half more weeks of schooling per year than conventional public schools. The following section describes the varying ways that schools in the NCTL Database structure this additional time, and examines the average length of the school day and school year among different types of expanded-time schools.

Expanded-Time Schools Have Meaningfully Longer School Days than Schools Across the Nation

Although expanded-time schools vary in their approach to, and amount of, added time, the group of expanded-time schools in the NCTL Database offers significantly more school time for all students than the average U.S. school. During SY2011-2012, schools in the NCTL Database were open, on average, for 7.8 hours a day and 184 days per year. This compares to a national average of 6.7 hours per day and 180 days per year in traditional public schools, as described by the nationally representative Schools and Staffing Survey (SASS) (Table 1). Nationally, nearly two-thirds of typical district public schools operate for fewer than 7 hours per day. In contrast, nearly 100 percent of the ET schools in this study have a school day that is at least 7 hours in length,¹⁴ and 40 percent of ET schools offer a school day that is longer than 8 hours (Table 2).

Expanded-time middle and high schools tend to offer longer school days than expanded-time elementary schools. While only approximately one-quarter of ET elementary schools offer a school day that is greater than 8 hours, 70 percent of ET middle schools and 40 percent of ET high schools offer an 8-hour or longer school day (Table 3).

Expanded-time charter schools typically offer longer school days than traditional district expanded-time schools. As shown in Table 2, just over half the traditional district ET schools provide a school day longer than 7.5 hours. In contrast, three-quarters of all charter ET schools operate a school day that is longer than 7.5 hours, and nearly half of all charter ET schools operate a school day that is longer than 8 hours. This difference is particularly apparent at the elementary and middle school levels, where charter ET schools are much more likely than traditional district ET schools to offer a school day longer than 8 hours (Figure 7). By contrast, at the high school level, the same proportion of charter and traditional district ET schools (40%) offer a school day longer than 8 hours.

Table 1 Average Length of the School Day in Expanded-Time Schools

	National Average, Non-Charter (n=5,730)	All ET Schools (n=1,002)	Traditional District ET Schools (n=399)	Charter ET Schools (n=603)
Number of Hours/Day	6.7	7.8	7.6	7.9

Sources: Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data

Table 2 Percentage of ET Schools by Length of School Day and School Type

	National Average, Non-Charter (n=5,730)	All ET Schools (n=1,002)	Traditional District ET Schools (n=399)	Charter ET Schools (n=603)	SIG ET Schools (n=77)
<7 Hours	64.3	0.3	0.8*	0.0	0.0
7-7.49 Hours	28.4	33.6	46.6	25.0	39.0
7.5-7.99 Hours	5.4	26.2	23.1	28.2	20.1
>=8 Hours	1.9	40.0	29.6	46.8	40.3

*Note: Three schools in the NCTL Expanded-Time Schools Database offer a school day of 6.7 hours but were included because they provide a comparatively long school year (200 days). Thus, the comparison to a school day length of <7 hours in the national averages was retained to enable comparisons across all categories.

Sources: Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data

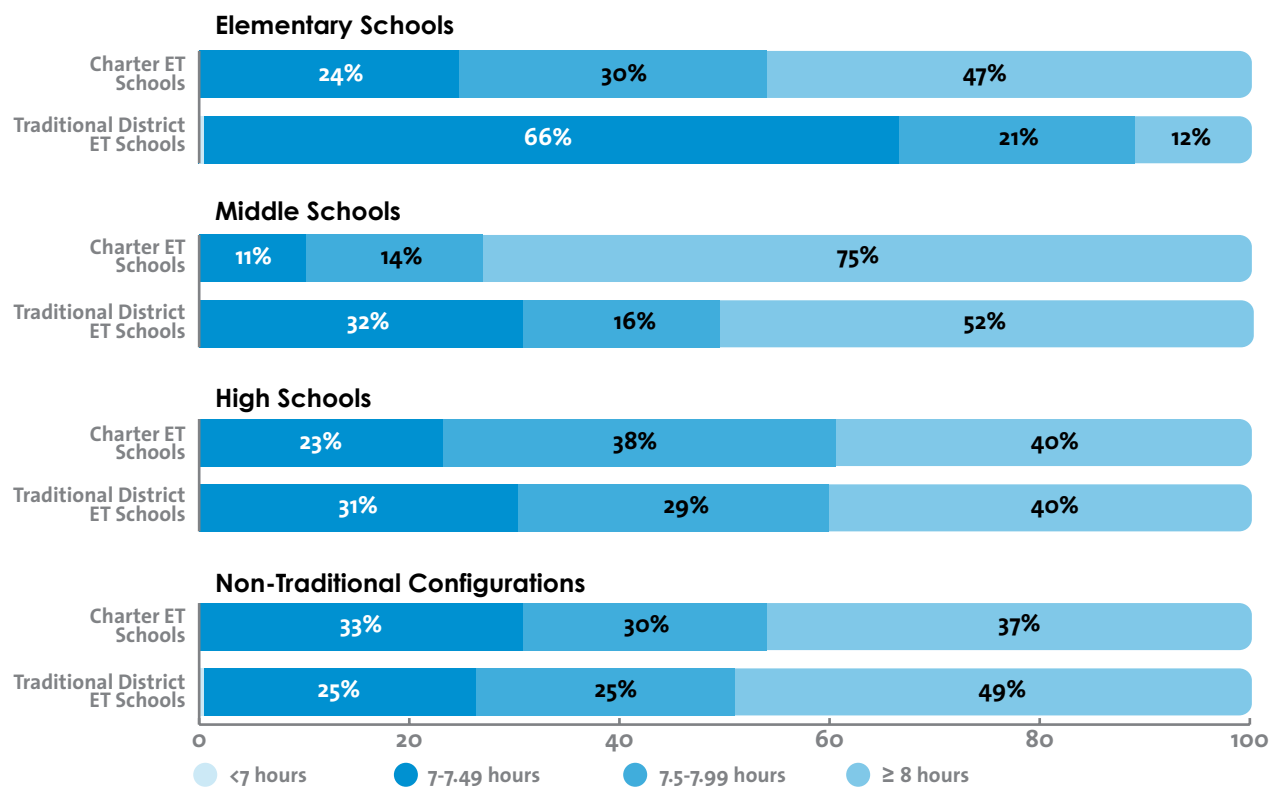
Table 3 Percentage of ET Schools by Length of School Day and School Level

	Elementary Schools (n=337)	Middle Schools (n=143)	High Schools (n=171)	Non-Traditional Configurations (n=351)
<7 Hours	0.6	0.0	0.0	0.3
7-7.49 Hours	48.1	15.4	26.3	30.8
7.5-7.99 Hours	24.6	14.7	33.9	28.5
>=8 Hours	26.7	69.9	39.7	40.5

Note: Three schools that offer a school day of just 6.7 hours were included in the NCTL Expanded-Time Schools Database, because they provide a comparatively long school year (200 days).

Sources: Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data

Figure 7 Percentage of ET Schools by Length of School Day, School Level, and School Type



Source: NCTL Expanded-Time Schools Database (January 2012)

The small sample of School Improvement Grant (SIG) schools in the NCTL Database shows considerable variability in the length of school days. A sizable percentage of ET SIG schools appear at both ends of the spectrum: Forty percent operate with a school day that is longer than 8 hours, but a roughly equal share (39%) operates with a day that is 7.5 hours or shorter (Table 2).

Expanded-Time Schools Do Not Have Substantially Longer School Years than Schools Across the Nation

ET schools, on average, do not have school years that are meaningfully longer than schools nationally. Across the nation, the typical district public school operates for 180 days per year. The average ET school has a school year that extends only a few days beyond this national

average, at 184 days (Table 4). The majority of ET schools operating with a school year that is slightly longer still are charter schools, which average 185 days, in comparison to ET traditional district schools, which, at 181 days, tend to adhere to school years closer to national averages.

Elementary schools are the least likely to have a longer school year. In the NCTL database, 64 percent of the ET elementary schools offer a school year of fewer than 181 days, and only 22 percent offer a school year beyond 187 days. However, it is worth noting that across all levels of ET schools, the largest proportion of schools is always in the “less than 181 day” category, further reinforcing the conclusion that ET schools are not meaningfully extending the school year beyond the national average of 180 days per year (Table 6).

Table 4 Average Length of the School Year in Expanded-Time Schools

	National Average, Non-Charter (n=5,730)	All ET Schools (n=1,002)	Traditional District ET Schools (n=399)	Charter ET Schools (n=603)
Number of Days/Year	180	184	181	185

Sources: Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data

Table 5 Percentage of ET Schools by Length of School Year and School Type

	National Average, Non-Charter (n=5,730)	All ET Schools (n=1,002)	Traditional District ET Schools (n=399)	Charter ET Schools (n=603)	SIG ET Schools (n=77)
<181 days	83.4	50.9	74.4	35.3	76.6
181-183 days	8.5	9.4	8.5	10.0	9.1
184-187	5.0	11.4	5.8	14.8	7.8
>187	3.2	28.5	11.3	40.0	6.5

Sources: Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data

Table 6 Percentage of ET Schools by Length of School Year and School Level

	Elementary Schools (n=337)	Middle Schools (n=143)	High Schools (n=171)	Non-Traditional Configurations (n=351)
<181 days	64.4	42.0	52.6	43.6
181-183 days	5.9	12.6	11.7	10.3
184-187	10.7	10.5	9.4	12.8
>187	22.0	35.0	26.3	33.3

Source: NCTL Expanded-Time Schools Database (January 2012)

Expanded-time charter schools tend to offer longer school years than traditional district ET schools.

Forty percent of the ET charter schools in the NCTL Database are open for more than 187 days, while only 11 percent of the traditional district ET schools fall in this category (Table 5). The disparity between traditional district ET and charter ET schools is most apparent in the elementary and middle school categories. Among traditional district ET schools, 84 percent of elementary and 74 percent of middle schools operate with a school year of fewer than 181 days, whereas among ET charter schools, only 31 percent of elementary and 33 percent of middle schools are open 181 days or fewer (Figure 8).

When Compared to Their Surrounding Schools, Expanded-Time Schools Extend the Length of the School Day More than the School Year

While the above analyses of the data compare ET schools in the NCTL Database to schools nationally, we can also examine how ET schools compare to schools in their surrounding districts. This more localized comparison is important because of the variation that exists across states and districts in the length of the school day and year, and it also yields insight into the specific choices ET schools have made in establishing their schedules and/or calendars.

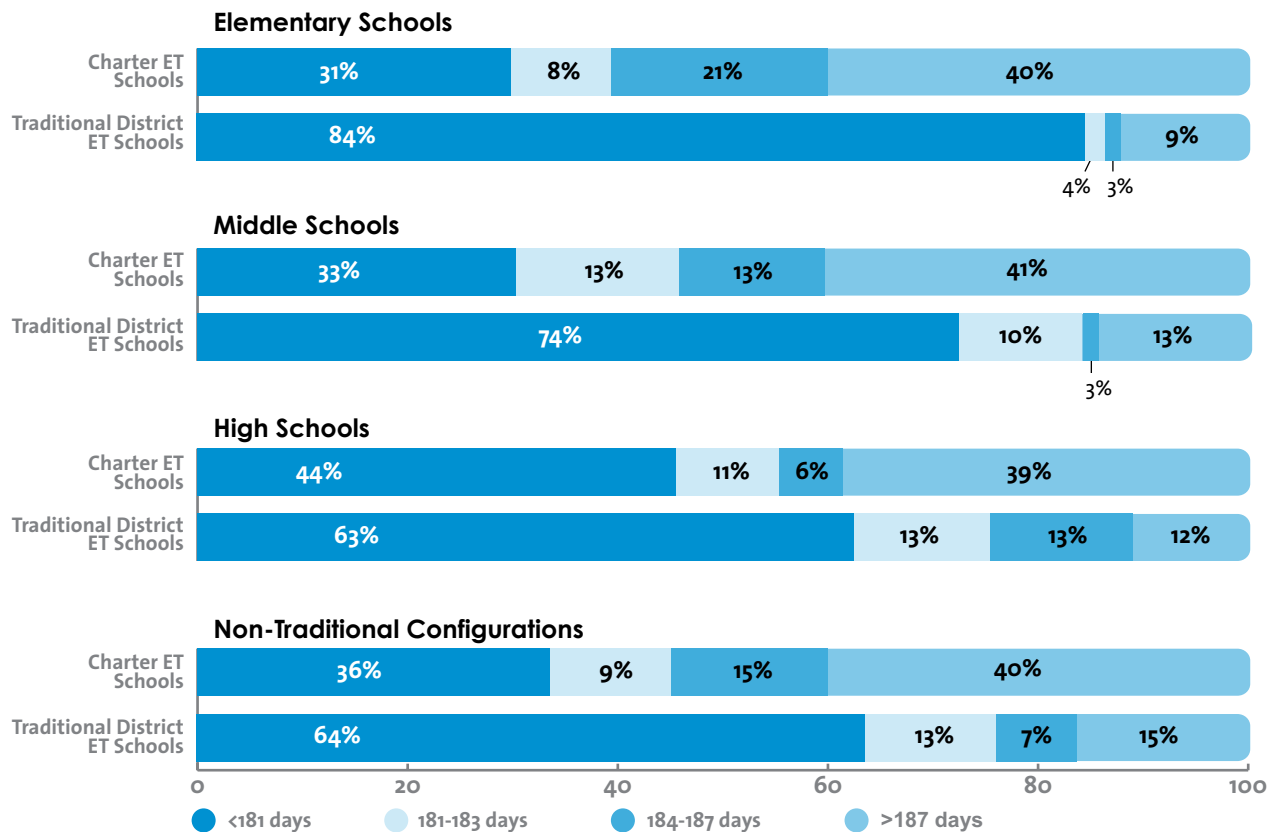
When compared to surrounding schools, it is much more common for ET schools to extend their daily schedules than to extend their yearly calendars. In fact, an analysis of the NCTL data set finds that 99 percent of ET schools operate with a longer school day than surrounding schools, while only 54 percent operate with a longer school year than surrounding schools. Twenty-nine percent of ET schools offer 90 or more minutes per day,

Schools in the NCTL Database provide, on average, about six-and-a-half more weeks of schooling per year than conventional public schools.

and the majority of ET schools offer at least 60 more minutes per day for students than do surrounding schools (Figure 9). By contrast, the majority of expanded-time schools have a yearly calendar that is the same length as, or not much longer than, the calendar in surrounding schools (i.e., fewer than 5 additional days/year). This finding may suggest that it could be more difficult, or less desirable, for ET schools to expand beyond the conventional yearly calendar than it is for them to expand beyond the traditional daily schedule.

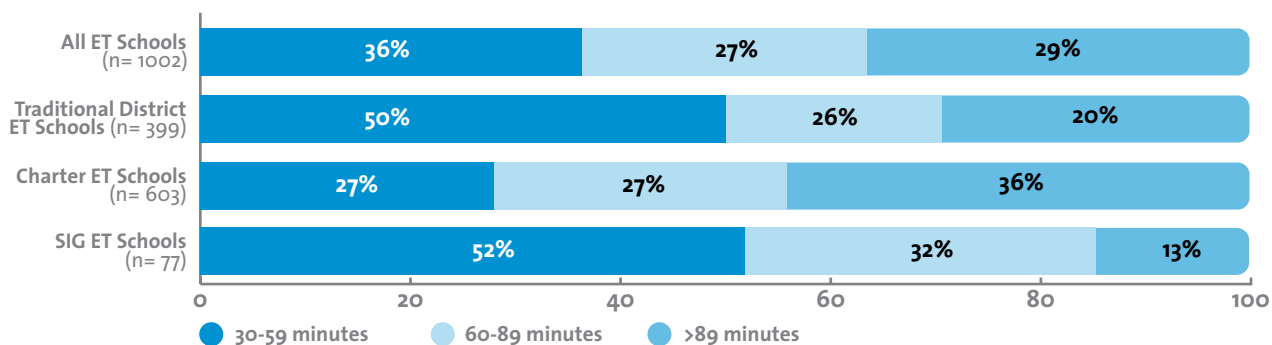
Just as the national comparisons reveal, charter ET schools are more likely than traditional district ET schools to offer substantially longer school days than schools in their surrounding district. Thirty-six percent of ET charter schools operate on a daily schedule that is at least 90 minutes longer than surrounding schools, while only 20 percent of traditional district ET schools do. Conversely, approximately half the traditional district and SIG expanded-time schools have a daily schedule at the bottom end of the spectrum—that is, only between 30 and 59 minutes longer than surrounding schools—while just 27 percent of ET charter schools have a daily schedule at the spectrum's lower end (Figure 9).

Figure 8 Percentage of ET Schools by Length of School Year with Consideration of School Level and School Type



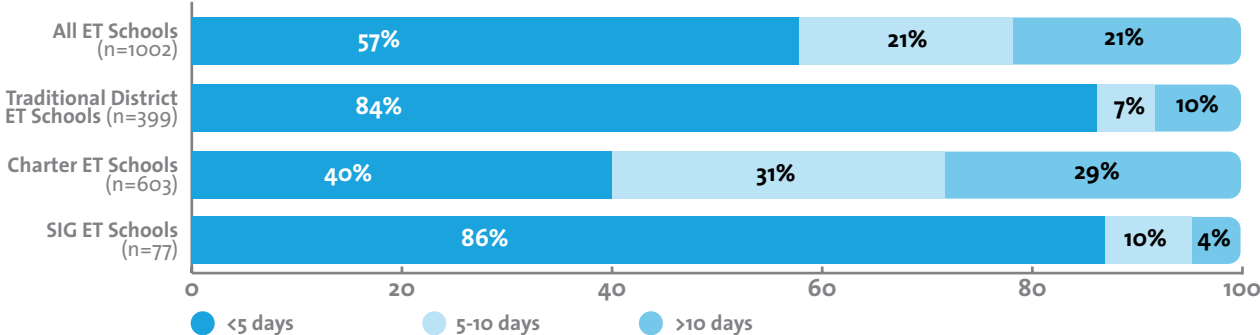
Source: NCTL Expanded-Time Schools Database (January 2012)

Figure 9 Additional Minutes Per Day in Expanded-Time Schools in Comparison to Surrounding Schools



Source: NCTL Expanded-Time Schools Database (January 2012)

Figure 10 Additional Days Per Year in Expanded-Time Schools in Comparison to Surrounding Schools



Source: NCTL Expanded-Time Schools Database (January 2012)

Charter ET schools are also more likely than traditional district ET schools to offer a longer school year than surrounding schools. While nearly one-third of charter ET schools operate with yearly schedules that are at least 10 days longer than surrounding schools, only 10 percent of traditional district ET schools fall in this category (Figure 10). Traditional district ET and SIG ET schools

are most likely to maintain a traditional school year length: Eighty-four and 86 percent of traditional district ET and SIG ET schools, respectively, operate with 5 or fewer additional days per year than surrounding schools, compared to just 40 percent of charter ET schools in the NCTL Database that do so.

Table 7 Average Length of the School Day and Year in Expanded-Time Schools

	National Average, Non-Charter (n=5,730)	All ET Schools (n=1,002)	Traditional District ET Schools (n=399)	Charter ET Schools (n=603)
Number of Days/Year	180	184	181	185
Number of Hours/Day	6.7	7.8	7.6	7.9
Total Yearly Hours*	1,206	1,430	1,370	1,469

*Total yearly hours are calculated as the number of school days multiplied by the number of hours per day. This total does not account for early dismissal days or Saturday hours, which are features of many school schedules.

Sources: Schools and Staffing Survey (SASS, SY2007-2008) for national averages; NCTL Expanded-Time Schools Database (January 2012) for all other data

Table 8 Percentage of Expanded-Time Schools by Length of School Day and Year

	All ET Schools			Charter ET Schools			Traditional District ET Schools		
	<7.5 hours (n=340)	7.5-7.99 hours (n=262)	8+ hours (n=400)	<7.5 hours (n=151)	7.5-7.99 hours (n=170)	8+ hours (n=282)	<7.5 hours (n=189)	7.5-7.99 hours (n=92)	8+ hours (n=118)
<181 days	60.9	46.2	45.5	35.1	34.1	36.2	81.5	68.5	67.8
181-183 days	6.8	11.1	10.5	9.3	9.4	10.6	4.8	14.1	10.2
184-187 days	12.7	11.5	9.8	23.2	12.4	11.7	4.2	9.8	5.1
>187 days	19.7	31.3	34.3	32.5	44.1	41.5	9.5	7.6	17.0

Source: NCTL Expanded-Time Schools Database (January 2012)

Expanded-Time Schools Offer Significantly More Total Time in School

With a longer day and year than other schools across the nation, the 1,002 ET schools in the NCTL Database operate with an average of 1,430 annual hours of schooling, in comparison to an estimated 1,206 hours in a conventional school. This additional time in school each year means that students attend ET schools for over 33 more days (based on the daily national average)—about 6.5 weeks more—than students in a typical school. Table 7, on the previous page, shows the total number of annual hours for schools in the NCTL Database when the number of days per year and the number of hours per day are combined.

Charter ET schools offer more total time in school per year than traditional district ET schools. Charter ET schools in the NCTL Database offer on average 100 more hours per year than traditional district ET schools in the database (Table 7). As shown in Table 8, charter ET schools are also more likely to offer both a longer school day (8+ hours) and a longer school year (>187 days) than traditional district ET schools. Over 41 percent of charter schools

fall in both these categories, while only 17 percent of traditional district schools do. By contrast, 81 percent of traditional district ET schools have both the shortest school year (<181 days) and the shortest school day (< 7.5 hours).

With a longer day and year than other schools across the nation, the 1,002 ET schools in the NCTL Database operate with an average of 1,430 annual hours of schooling, in comparison to an estimated 1,206 hours in a conventional school.

¹⁴ Note that three schools offering a school day of 6.7 hours are included in the NCTL Database because these schools operate with a comparatively long school year (200 days).

Future Research



As more schools across the country consider options to expand their school day and/or year for all students, there is an ongoing need to track and document this dynamic field. Further, there are a number of key areas where additional research can and should be conducted to determine with greater precision how current expanded-time schools are utilizing time within their school day and year, and to what effects.

Student and Teacher Time Use

There is a need to better understand how expanded-time schools are making choices about student and teacher time use within the school day and how educators at these schools are developing comprehensive school schedules and/or calendars that: (a) maximize instructional time, (b) target individual student needs, (c) employ rigorous academic courses and engaging enrichment programs for students, (d) provide ample and effective collaboration and development time for staff, and (e) prepare students for success in college and careers.

Student Outcomes

Expanding school time appears to hold great promise as a way to target individual student needs and improve overall student engagement and performance. However, the field currently lacks a rigorous analysis of student performance data from expanded-time schools that controls for demographics, past performance, and inter-state variability in examination measures. Interpreting such outcomes analyses to fully understand how various quantities and configurations of time might influence student performance changes would require connecting these outcomes to diverse implementation practices and student and teacher time use. Additionally, non-traditional student outcome measures—such as school engagement, creativity, and the development of 21st century skills (e.g. communication, problem-solving, and teamwork)—would be a welcome complement to academic performance analyses. Together, these investigations could provide a comprehensive, detailed picture of the effects of expanded-time schools on overall student outcomes.

Financing

There is also a need to better understand how expanded-time schools finance and staff their educational programs. Such an inquiry should aim to uncover a set of lessons learned that can encourage other schools to reallocate resources and/or capitalize on existing funding mechanisms to tailor an expanded-time model that meets their unique needs. Further, research is needed to detail various tradeoffs that ET schools might make to determine how expanded-time models could be replicable and, in turn, how the strategy of expanding time might be more fiscally sustainable.

As our nation moves forward in efforts to improve the teaching and learning within individual schools and across the American education system as a whole, it seems only logical to look to these educators, who already have begun to think differently about how to re-configure and re-engineer schools.

As researchers, including those at NCTL, pursue further studies in the field of expanded-time schools, there is little doubt that these schools, which have taken the initiative to abandon the conventional school calendar and schedule, are worthy of documenting. After all, the educators who operate these schools have been able to overcome one of the most intransigent features of

American schooling and are clearly proprietors of an ambitious vision. Meanwhile, as our nation moves forward in efforts to improve the teaching and learning within individual schools and across the American education system as a whole, it seems only logical to look to these educators, who already have begun to think differently about how to re-configure and re-engineer schools.

At the National Center on Time & Learning, we are committed to continuing to track the field of expanded-time schools and also to disseminating effective practices observed from within this universe of innovative schools. We hope that these efforts, including the creation of the NCTL Expanded-Time Schools Database and the publication of this report, will continue to encourage school leaders, policymakers, and researchers to explore how expanded time, used wisely and well, can be leveraged to generate deep and lasting educational improvement and enable our country to better prepare all children for future success.



Appendix A

Methodology and School Selection Criteria

The National Center on Time & Learning Expanded-Time Schools Database includes:

- Basic information about each expanded-time school: *name, location, grades served, and year established as an expanded-time school*
- School schedule and calendar information: *number of school days per year, start and end times each day, early release or late-start day information, and start-up or expanded-time conversion status*
- Schedule and calendar comparisons to other neighboring schools: *number of minutes per day and number of days per year compared to surrounding schools*
- Demographic data, drawn from the U.S. Department of Education's Common Core of Data: *school setting/urbanicity, student ethnicity demographics, free/reduced-price lunch data, school Title I eligibility, and school size*
- Student outcomes data: *percentage of students meeting or exceeding grade-level standards in English-Language Arts (ELA) and mathematics, as demonstrated on the state's standardized assessment, paired with comparable information at the state and district levels*

METHODOLOGY

Since the release of our first database publication in 2009, the National Center on Time & Learning has sought to continually track the expanded-time schools listed there while also identifying and adding new schools to the **NCTL Expanded-Time Schools Database**.

This effort represents a two-part process: First, beginning in the summer of 2011 and continuing through the winter of 2011-2012, NCTL staff confirmed the schedule information for the 655 schools in the original database to ensure that each still met the criteria for database inclusion. This information was obtained from school year (SY)2011-2012 schedules posted on the individual school's, or on the district's, website, or, when unavailable, by contacting school administrators directly. Any additional school information—location, grades served, etc.—was also modified to reflect SY2011-2012. Second, NCTL staff added new schools to the database that had been identified since the 2009 publication. Identification of these schools relied heavily on searching through web content—such as news articles, blog postings, lists from state charter school organizations, and research reports highlighting schools with alternative schedules or school-level schedule and/or calendar changes. Once these schools were identified as potential new entries for the NCTL Database, each was assessed according to the same process of schedule verification, often involving direct contact with school administrators to further evaluate and confirm their inclusion.

Beyond identifying additional schools for inclusion, NCTL also collected supplemental school-level information from a variety of sources to build a comprehensive profile for each expanded-time school. For example, school demographic characteristics—such as eligibility status for Title I programs and student enrollment—were downloaded from the U.S. Department of Education’s Common Core of Data (CCD), using each school’s unique identification number. The CCD includes school-level characteristics up through SY2009-2010. Additionally, NCTL collected student outcomes data—the percentage of students demonstrating proficiency or higher at each grade level in ELA and mathematics—from SY2007-2008 through SY2010-2011, where applicable and available. These data were retrieved from each state’s Department of Education website and, whenever possible, comparable district and state proficiency scores were provided.

We offer the **NCTL Expanded-Time Schools Database** as a resource to multiple audiences for multiple purposes. In particular, the NCTL Database is designed for the following audiences: researchers intending to pursue rigorous research and evaluation projects that can help to develop a deeper understanding of the choices that educators at the database schools are making in expanding their school day and/or year and the necessary conditions that support the successful integration of their scheduling strategies; policymakers interested in tracking the growing expanded-time movement and its implementation and impact in specific schools; and practitioners who hope to learn from the experiences of expanded-time schools in neighboring districts and states.



Appendix B

Characteristics of 2011–2012 Expanded-Time Schools

CHARACTERISTICS	EXPANDED-TIME SCHOOLS	NATIONAL COMPARISONS
Total Number of Schools	1,002	98,916
School Classification		
% Traditional District*	39.8	95.5
% Charter	60.2	4.5
% School Improvement Grant (SIG)	7.7	N/A
% Title I-Eligible	86.0	65.2
Grades Served		
% Elementary	33.6	68.8
% Secondary	14.3	23.8
% Non-Traditional Grade Configuration	35.0	7.4
Urbanicity		
% Urban	72.2	26.1
% Suburban	19.5	42.5
% Rural	8.3	31.4
School Size		
<321 Students	31.6	32.0
321-509 Students	29.4	27.5
>510 Students	39.0	40.5
Free/Reduced-Price Lunch (FRPL)-Eligible		
<50% FRPL-Eligible	18.1	54.3
75% or Greater FRPL-Eligible	58.0	20.0
Student Demographics		
<60% Minority Students	17.7	54.3
>99% Minority Students	32.7	21.9
Schedule Information		
Average Length of School Year, in Days	183.6	179.5
Average Length of School Day, in Hours	7.8	6.7

*Inclusive of School Improvement Grant (SIG) schools

Sources: National Center for Education Statistics Public Schools Universe Survey (SY2008-2009) and Schools and Staffing Survey (SASS, SY2007-2008) for national comparisons; NCTL Expanded-Time Schools Database (January 2012) for all other data

Appendix C

2011–2012 Expanded-Time Schools Across the U.S.

Alaska

CITY AND SCHOOL	TYPE	GRADES
ANCHORAGE		
Aquarian Charter	Charter	K-6
Winterberry Public Charter	Charter	K-8
PALMER		
Academy Charter	Charter	K-8

Arkansas

BLYTHERVILLE		
KIPP – Blytheville College Preparatory	Charter	4-6
HELENA		
KIPP – Delta College Preparatory	Charter	5-8
KIPP – Delta Collegiate High	Charter	9-12
KIPP – Delta Elementary Literacy Academy	Charter	PK-3
LITTLE ROCK		
Baker Interdistrict Elementary	District	K-5
Chenal Elementary	District	K-5
Joe T. Robinson High	District	9-12
Mills University Studies High	District	9-12
MAUMELLE		
Maumelle High	District	9-12
NORTH LITTLE ROCK		
Oak Grove Elementary	District	PK-5

Arizona

GLENDALE		
Challenge Charter	Charter	K-6
LAVEEN		
Riverbend Prep	Charter	K-6
PHOENIX		
Balsz Elementary	District	K-6
Brunson-Lee Elementary	District	K-6
David Crockett Elementary	District	K-6
Griffith Elementary	District	K-6
Orangedale Junior High Prep Academy	District	7-8
Phoenix Advantage Charter	Charter	K-8

California

BERKELEY		
Aspire – California College Preparatory Academy	Charter	8-11
EAST PALO ALTO		
Aspire – East Palo Alto Charter (EPACS)	Charter	K-8
Aspire – East Palo Alto Phoenix Academy	Charter	9-12
EL CAJON		
Literacy First Charter	Charter	K-8
EMPIRE		
Aspire – Vanguard College Preparatory Academy	Charter	6-11
FRESNO		
West Fresno Elementary	District	PK-5
West Fresno Middle	District	6-8
GILROY		
Dr. TJ Owens Gilroy Early College Academy	District	9-12

HAYWARD		
Leadership Public Schools – Hayward Campus	Charter	9-12
HUNTINGTON PARK		
Alliance – Huntington Park		
College-Ready Academy High	Charter	9-12
Aspire – Antonio Maria Lugo Academy	Charter	K-5
Aspire – Centennial College Preparatory Academy	Charter	6-8
Aspire – Huntington Park Charter	Charter	K-5
Aspire – Junior Collegiate Academy	Charter	K-5
Aspire – Pacific Academy	Charter	9-11
Aspire – Titan Academy	Charter	K-5
KIPP – Comienza Community Prep	Charter	K-1
LA JOLLA		
The Preuss School UCSD	Charter	6-12
LAKEVIEW TERRACE		
Community Charter Early College High	Charter	9-12
Community Charter Middle	Charter	6-8
Lakeview Charter Academy	Charter	6-7
LOS ANGELES		
Alliance – College-Ready Academy High #5	Charter	9-12
Alliance – Dr. Olga Mohan High	Charter	9-12
Alliance – Gertz-Ressler High	Charter	9-12
Alliance – Jack H. Skirball Middle	Charter	6-8
Alliance – Marc and Eva Stern Math and Science High	Charter	9-12
Alliance – Richard Merkin Middle	Charter	6-8
Alliance – William And Carol Ouchi High	Charter	9-12
Animo Locke Charter High 2	Charter	9-12
Animo Locke Tech Charter High	Charter	9-12
Animo South Los Angeles Charter High	Charter	9-12
Animo Watts Charter High	Charter	9-12
Aspire – Slauson Academy	Charter	K-6
Aspire – Inskeep Academy	Charter	K-6
Aspire – Tate Academy	Charter	K-6
CALS Early College High	Charter	9-12
Camino Nuevo Charter Academy Harvard Campus	Charter	K-8
Camino Nuevo Charter High	Charter	9-12
College Ready Academy High #7	Charter	9-12
Douglass/Marshall Academy Middle	Charter	6-8
Excel Charter Academy	Charter	6-8
Heritage College-Ready Academy High	Charter	9-12
KIPP – Academy of Opportunity	Charter	5-8
KIPP – Empower Academy	Charter	K-1
KIPP – Los Angeles College Preparatory	Charter	5-8
KIPP – Raices Academy	Charter	K-4
Los Angeles County High School for the Arts	District	9-12
MODESTO		
Aspire – Summit Charter Academy	Charter	K-5
Aspire – University Charter	Charter	K-5
OAKLAND		
Aspire – Berkley Maynard Academy	Charter	K-8
Aspire – College Academy	Charter	K-5
Aspire – Golden State College Preparatory Academy	Charter	6-12
Aspire – Lionel Wilson College Preparatory Academy	Charter	6-12
Aspire – Millsmont Academy	Charter	K-5
Aspire – Monarch Academy	Charter	K-5

Appendix C

2011–2012 Expanded-Time Schools Across the U.S.

California *continued*

CITY AND SCHOOL	TYPE	GRADES
Elmhurst Community Prep	District	6-8
KIPP – Bridge Charter	Charter	5-8
PALMDALE		
Tumbleweed Elementary	District	K-6
PERRIS		
Citrus Hill High	District	9-12
SACRAMENTO		
Aspire – Alexander Twilight College Preparatory Academy	Charter	K-5
Aspire – Alexander Twilight Secondary Academy	Charter	6-10
Aspire – Capitol Heights Academy	Charter	K-5
S.A.C. Prep Charter	Charter	K-8
Sacramento Charter High	Charter	9-12
SAN BERNARDINO		
Rio Vista Elementary	District	PK-5
SAN DIEGO		
Gompers Preparatory Academy	Charter	6-12
Kearny High School of Digital Media and Design	District	9-12
Kearny High School of International Business	District	9-12
KIPP – Adelante Preparatory Academy	Charter	5-8
SAN FERNANDO		
Triumph Charter Academy	Charter	6-8
SAN FRANCISCO		
Everett Middle	District	6-8
KIPP – Bayview Academy	Charter	5-8
KIPP – San Francisco Bay Academy	Charter	5-8
SAN JOSE		
Downtown College Preparatory – Alum Rock	Charter	6-7
Downtown College Preparatory – The Alameda	Charter	9-12
KIPP – Heartwood Academy	Charter	5-8
KIPP – San Jose Collegiate	Charter	9-12
LPS – San Jose	Charter	9-12
SAN LEANDRO		
FAME Public Charter – San Leandro	Charter	K-8
SAN LORENZO		
KIPP – King Collegiate High	Charter	9-12
KIPP – Summit Academy	Charter	5-8
SANTA ANA		
Century High	District	9-12
Saddleback High	District	9-12
Santa Ana High	District	9-12
SANTA BARBARA		
Adelante Charter	Charter	K-6
SOUTH GATE		
Aspire – Firestone Academy	Charter	K-5
Aspire – Gateway Academy	Charter	K-5
STOCKTON		
Aspire – APEX Academy	Charter	K-5
Aspire – Benjamin Holt College Preparatory Academy	Charter	6-12
Aspire – Langston Hughes Academy High	Charter	9-12
Aspire – Langston Hughes Academy Middle	Charter	6-8
Aspire – Port City Academy	Charter	K-5
Aspire – River Oaks Charter	Charter	K-5

CITY AND SCHOOL	TYPE	GRADES
Aspire – Rosa Parks Academy	Charter	K-5
Aspire – Vincent Shalvey Academy	Charter	K-5
VENICE		
Animo Venice Charter High	Charter	9-12
WEST COVINA		
San Jose – Edison Charter Academy	Charter	K-8

Colorado

AURORA		
Aurora Academy Charter	Charter	K-8
AXL Academy	Charter	PK-8
Global Village Academy – Aurora	Charter	K-8
High Point Academy	Charter	K-8
BOULDER		
Summit Middle	Charter	6-8
BRIGHTON		
Bromley East Charter	Charter	K-8
Foundations Academy	Charter	K-8
BROOMFIELD		
Jefferson Academy Elementary	Charter	K-6
COLORADO SPRINGS		
Atlas Prep	Charter	5-8
Banning Lewis Ranch Academy	Charter	K-8
Cheyenne Mountain Charter Academy	Charter	K-8
Colorado Springs Charter Academy	Charter	K-8
Community Prep	Charter	9-12
Hunt Elementary	District	K-5
James Irwin Charter Elementary	Charter	K-5
James Irwin Charter High	Charter	9-12
James Irwin Charter Middle	Charter	6-8
James Madison Charter Academy	Charter	K-6
Pikes Peak Prep	Charter	K-12
Roosevelt – Edison Charter	Charter	K-5
Scholars to Leaders Academy	Charter	K-8
Space Technology and Arts Academy	Charter	K-8
The Classical Academy – North Elementary Campus	Charter	K-6
COMMERCE CITY		
Community Leadership Academy	Charter	K-8
DENVER		
Cesar Chavez Academy – Denver	Charter	K-8
Cole Arts and Science Academy	District	K-8
Denver Center for International Studies at Ford	District	K-2
Denver Language School	Charter	K-4
Denver School of Science and Technology – Cole Middle	Charter	6
Denver School of Science and Technology – Green Valley Ranch Middle	Charter	6-8
Denver School of Science and Technology – Stapleton Middle	Charter	6-8
Ford Elementary	District	3-5
Green Valley Elementary	District	K-5
Highline Academy Charter	Charter	K-8
KIPP – Denver Collegiate High	Charter	9-11
KIPP – Sunshine Peak Academy	Charter	5-8
McGlone Elementary	District	PK-5

CITY AND SCHOOL	TYPE	GRADES
Omar D. Blair Charter	Charter	K-8
Pioneer Charter	Charter	PK-8
West Denver Preparatory – Federal Campus	Charter	6-8
West Denver Preparatory – Highland Campus	Charter	6-8
West Denver Preparatory – Lake Campus	Charter	6-8
Wyatt-Edison Charter	Charter	K-8
Trevista at Horace Mann	District	PK-8
West Denver Preparatory – Harvey Park Campus	Charter	6-8
ENGLEWOOD		
Cherry Creek Academy	Charter	K-8
FALCON		
Pikes Peak School of Expeditionary Learning	Charter	PK-8
FORT COLLINS		
T. R. Paul Academy of Arts & Knowledge	Charter	K-8
GREELEY		
Union Colony Preparatory	Charter	6-12
LAMAR		
Alta Vista Charter	Charter	K-6
LITTLETON		
Littleton Preparatory Charter	Charter	K-8
LONGMONT		
Flagstaff Academy Elementary	Charter	K-5
Flagstaff Academy Middle	Charter	6-8
WESTMINSTER		
Ricardo Flores Magón Academy	Charter	K-8

Connecticut

BRIDGEPORT		
Achievement First – Bridgeport Academy Elementary	Charter	K-1
Achievement First – Bridgeport Academy Middle	Charter	5-8
Classical Studies Academy	District	K-6
New Beginnings Family Academy	Charter	K-8
EAST HARTFORD		
Connecticut IB Academy	District	9-12
Sunset Ridge Elementary Academy of Arts and World Languages	District	4-6
HAMDEN		
Wintergreen Interdistrict Magnet	District	K-8
HARTFORD		
Achievement First – Hartford Academy Elementary	Charter	K-3
Achievement First – Hartford Academy Middle	Charter	5-8
Achievement First – Hartford High	Charter	9
Asian Studies Academy – Dr Joseph J Bellizzi Campus	District	3-8
Asian Studies Academy – Henry C Dwight Campus	District	PK-2
Breakthrough II	District	PK-K
Breakthrough Magnet	District	PK-8
Global Communications Academy	District	K-8
Greater Hartford Academy of Math and Science	District	6-12
Greater Hartford Academy of the Arts	District	PK-12
High School, Inc.	District	9-11
Martin Luther King, Jr. Elementary	District	K-8
Opportunity High	District	9-12

CITY AND SCHOOL	TYPE	GRADES
NEW HAVEN		
Achievement First – Amistad Academy Elementary	Charter	K-4
Achievement First – Amistad Academy Middle	Charter	5-8
Achievement First – Amistad High	Charter	9-12
Achievement First – Elm City College Preparatory Elementary	Charter	K-4
Achievement First – Elm City College Preparatory Middle	Charter	5-8
Clarence Rogers	District	K-2
Domus Academy	Charter	6-8
Katherine Brennan	District	3-8
STAMFORD		
Trailblazers Academy	Charter	6-8
WILLIMANTIC		
ACT Magnet	District	9-12
Natchaug Elementary	District	K-4

District of Columbia

Achievement Preparatory Academy	Charter	4-8
Arts & Technology Academy	Charter	PK-5
Booker T. Washington Public Charter for Technical Arts	Charter	9-12
Center City PCS – Brightwood Campus	Charter	PK-8
Center City PCS – Capitol Hill Campus	Charter	PK-8
Center City PCS – Congress Heights Campus	Charter	PK-8
Center City PCS – Petworth Campus	Charter	PK-8
Center City PCS – Shaw Campus	Charter	PK-8
Center City PCS – Trinidad Campus	Charter	PK-8
Cesar Chavez Public Charters for Public Policy – Capitol Hill Campus	Charter	9-12
Cesar Chavez Public Charters for Public Policy – Chavez Prep Campus	Charter	6-9
Cesar Chavez Public Charters for Public Policy – Parkside Campus	Charter	6-12
Children's Studio School of the Arts and Architecture	Charter	PK-6
Community Academy Public Charter – AMOS I Campus	Charter	PK-5
Community Academy Public Charter – Amos II Campus	Charter	PK-K
Community Academy Public Charter – AMOS III Campus	Charter	PK-8
Community Academy Public Charter – Butler Global Campus	Charter	PK-5
Community Academy Public Charter – Rand Technology Campus	Charter	PK-8
DC Bilingual Public Charter	Charter	PK-5
DC Prep – Benning Elementary Campus	Charter	PK-2
DC Prep – Edgewood Elementary Campus	Charter	PK-3
DC Prep – Edgewood Middle Campus	Charter	4-8
Elsie Whitlow Stokes Community Freedom Public Charter	Charter	PK-6
Excel Academy Public Charter	Charter	PK-3
Friendship Public Charter – Blow-Pierce Junior Academy	Charter	PK-8
Friendship Public Charter – Chamberlain Elementary	Charter	PK-8

Appendix C

2011–2012 Expanded-Time Schools Across the U.S.

District of Columbia *continued*

CITY AND SCHOOL	TYPE	GRADES
Friendship Public Charter – Collegiate Academy	Charter	9-12
Friendship Public Charter – Southeast Elementary Academy	Charter	PK-5
Friendship Public Charter – Tech Prep Academy	Charter	6-9
Friendship Public Charter – Woodridge Elementary and Middle	Charter	PK-8
Hope Community – Lamond Campus	Charter	PK-6
Hope Community – Tolson Campus	Charter	PK-8
Howard Road Academy – Main Campus	Charter	K-6
Howard Road Academy – Middle School Campus	Charter	7-8
Howard Road Academy – Pennsylvania Avenue Campus	Charter	PK-2
Howard University Middle School of Mathematics and Science	Charter	6-8
Ideal Academy Public Charter	Charter	PK-8
KIPP DC – Key Academy	Charter	5-8
KIPP DC – LEAP Academy	Charter	PK-K
Meridian Public Charter	Charter	PK-8
Paul Public Charter	Charter	6-9
Perry Street Prep	Charter	PK-12
Potomac Lighthouse Public Charter	Charter	PK-7
The SEED School of Washington, D.C.	Charter	6-12
Washington Latin Public Charter Middle	Charter	5-8
Washington Yu Ying Public Charter	Charter	PK-4
William E. Doar, Jr. Public Charter for the Performing Arts, Northeast Campus	Charter	PK-8

Delaware

DOVER

Academy of Dover	Charter	K-4
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WILMINGTON

Delaware College Preparatory Academy	Charter	K-5
EastSide Charter	Charter	K-8
Thomas A. Edison Charter	Charter	K-8

Florida

AUBURNDALE

Berkley Charter	Charter	PK-5
Caldwell Elementary	District	PK-5

BONITA SPRINGS

Bonita Springs Preparatory and Fitness Academy	Charter	PK-8
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DAYTONA BEACH

Champion Elementary	District	K-5
Palm Terrace Elementary	District	K-5
Turie T. Small Elementary	District	K-5
Westside Elementary	District	K-5

DELAND

Starke Elementary	District	PK-5
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DELEON SPRINGS

Louise S. McInnis Elementary	District	PK-5
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FORT MEADE

Lewis Anna Woodbury Elementary – Anna Woodbury Campus	District	4-5
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CITY AND SCHOOL	TYPE	GRADES
Lewis Anna Woodbury Elementary – Lewis Campus	District	PK-3
FROSTPROOF		
Frostproof Elementary	District	PK-2
FT. MYERS		
Fort Myers Preparatory and Fitness Academy	Charter	K-8
GULFPORT		
Boca Ciega High	District	9-12
HAINES CITY		
Alta Vista Elementary	District	PK-5
HOLLY HILL		
Holly Hill Elementary	District	K-5
IMMOKALEE		
Eden Park Elementary	District	PK-6
JACKSONVILLE		
A. Phillip Randolph Academy	District	9-12
Douglas Anderson School of the Arts	District	9-12
Edward H. White High	District	9-12
Jean Ribault High	District	9-12
Long Branch Elementary	District	PK-5
Nathan B. Forrest High	District	9-12
Northwestern Middle	District	6-8
School of Success Academy Charter Middle	Charter	6-8
Smart Pope Livingston Elementary	District	PK-5
William M. Raines High	District	9-12
LAKE ALFRED		
Lake Alfred Elementary	District	PK-5
MULBERRY		
Kingsford Elementary	District	PK-5
PIERSON		
Pierson Elementary	District	K-5
SAINT PETERSBURG		
Dixie M. Hollins High	District	9-12
Gibbs High	District	9-12
TAMPA		
B.T. Washington	District	PK-5
Just Elementary	District	PK-5
Potter Elementary	District	PK-5
WINTER HAVEN		
Wahneta Elementary	District	PK-5

Georgia

ATLANTA

Atlanta Preparatory Academy	Charter	K-7
Drew Charter	Charter	PK-8
KIPP – Strive Academy	Charter	5-8
KIPP – Vision Academy	Charter	5-6
KIPP – WAYS	Charter	5-8

DULUTH

New Life Academy of Excellence – Duluth Campus	Charter	K-7
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EAST POINT

KIPP – South Fulton Academy	Charter	5-8
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CITY AND SCHOOL	TYPE	GRADES
ELLENWOOD		
Cedar Grove High	District	9-12
NORCROSS		
New Life Academy of Excellence – Norcross Campus	Charter	K-7

Iowa

DAVENPORT		
Jefferson-Edison Elementary	District	K-5
DES MOINES		
Des Moines Public Charter	Charter	7-9

Illinois

CHICAGO		
Ace Tech Charter High	Charter	9-12
Austin O. Sexton Elementary	District	PK-8
Betty Shabazz International Charter – Barbara A. Sizemore Academy	Charter	K-7
Betty Shabazz International Charter – Betty Shabazz Academy	Charter	K-8
Betty Shabazz International Charter – DuSable Leadership Academy	Charter	9-12
Bronzeville Lighthouse Elementary Charter	Charter	K-8
Catalyst Charters – Circle Rock Charter	Charter	K-8
Catalyst Charters – Howland Charter	Charter	K-8
Cesar E Chavez Multicultural Academic Center	District	PK-8
Chicago International Charter – Avalon Campus	Charter	K-8
Chicago International Charter – Bucktown Campus	Charter	K-8
Chicago International Charter – Irving Park Campus	Charter	K-8
Chicago International Charter – Larry Hawkins Campus	Charter	7-12
Chicago International Charter – Lloyd Bond Campus	Charter	K-6
Chicago International Charter – Loomis Primary Campus	Charter	K-2
Chicago International Charter – Northtown Campus	Charter	9-12
Chicago International Charter – Prairie Campus	Charter	K-8
Chicago International Charter – Ralph Ellison Campus	Charter	9-12
Chicago International Charter – Washington Park Campus	Charter	K-8
Chicago International Charter – Wrightwood Campus	Charter	K-8
Chicago International Charter – West Belden Campus	Charter	K-8
Chicago Math and Science Academy	Charter	6-12
Disney II Magnet	District	PK-4
Erie Elementary Charter	Charter	K-7
Galapagos Charter – Chicago	Charter	K-8
George Leland Elementary	District	PK-3
Henry H. Nash Elementary	District	PK-8
Howe Elementary School Of Excellence	District	PK-8
John Fiske Elementary	District	PK-8
John M. Smyth Magnet	District	PK-8
KIPP – Ascend Middle	Charter	5-8

CITY AND SCHOOL	TYPE	GRADES
KIPP – Ascend Primary	Charter	K-1
LEARN – 3rd Campus	Charter	K-5
LEARN – Excel Campus	Charter	K-5
LEARN – Romano Butler Campus	Charter	PK-8
LEARN – South Chicago Campus	Charter	K-4
Legacy Charter	Charter	PK-8
Martin A. Ryerson Elementary	District	PK-8
Morton School of Excellence	District	PK-8
Namaste Charter	Charter	K-8
Noble – Chicago Bulls College Prep	Charter	9-12
Noble – Gary Comer College Prep	Charter	9-12
Noble – Golder College Prep	Charter	9-12
Noble – Johnson College Prep	Charter	9-12
Noble – Muchin College Prep	Charter	9-12
Noble – Noble Street College Prep	Charter	9-12
Noble – Rowe-Clark Math & Science Academy	Charter	9-12
Noble – UIC College Prep	Charter	9-12
Noble Street – Pritzker College Prep	Charter	9-12
Noble Street – Rauner College Prep	Charter	9-12
North Lawndale College Prep	Charter	9-12
Passages Charter	Charter	PK-7
Perspectives – High School of Technology	Charter	9-12
Perspectives – Leadership Academy	Charter	9-12
Perspectives – Middle Academy	Charter	6-8
Perspectives – Rodney D. Joslin Campus	Charter	6-12
Perspectives/IIT – Math & Science Academy	Charter	6-12
Polaris Charter Academy	Charter	K-6
Providence Englewood Charter	Charter	K-8
Skinner North	District	K-4
STEM Magnet Academy	District	PK-8
The Hope Institute Learning Academy	District	K-5
University of Chicago Charter – Woodlawn Secondary	Charter	6-12
UNO – Bartolome de las Casas	Charter	K-8
UNO – Carlos Fuentes Charter	Charter	K-8
UNO – Fatima/Gage Park Campus Charter	Charter	K-12
UNO – Major Hector P. Garcia M.D. Charter	Charter	9-12
UNO – Octavio Paz Charter	Charter	K-8
UNO – Officer Alfred Quijano Charter	Charter	K-12
UNO – Officer Donald J. Marquez Charter	Charter	K-8
UNO – PFC Omar E. Torres Charter	Charter	K-8
UNO – Rufino Tamayo	Charter	K-8
UNO – SPC Daniel Zizumbo Campus	Charter	K-8
Uplift Community High	District	6-12
Urban Prep Academies – Bronzeville Campus	Charter	9-12
Urban Prep Academies – Englewood Campus	Charter	9-12
Urban Prep Academies – West Campus	Charter	9-12
Young Women's Leadership Charter	Charter	7-12
GRAYSLAKE		
Prairie Crossing Charter	Charter	K-8
ROCKFORD		
Chicago International Charter – Patriots Campus	Charter	K-6
Galapagos Charter – Rockford	Charter	K-5

Appendix C

2011–2012 Expanded-Time Schools Across the U.S.

Indiana

CITY AND SCHOOL	TYPE	GRADES
EAST CHICAGO		
East Chicago Central High	District	9-12
East Chicago Lighthouse Charter	Charter	K-8
East Chicago Lighthouse College Preparatory Charter	Charter	9
GARY		
Calumet High	District	9-12
Gary Lighthouse Charter	Charter	K-8
Gary Lighthouse College Preparatory Academy	Charter	9-12
LEAD – College Prep	Charter	5-8
LEAD – High	Charter	9-10
West Gary Lighthouse Charter	Charter	K-7
West Gary Lighthouse College Preparatory Academy	Charter	8-11
HAMMOND		
Hammond High	District	9-12
INDIANAPOLIS		
Christel House Academy	Charter	K-10
Indianapolis Lighthouse Charter	Charter	K-7
Jeremiah Gray-Edison Elementary	District	K-5
KIPP – Indianapolis	Charter	5-8
Monument Lighthouse Charter	Charter	K-8
Monument Lighthouse College Prep Academy	Charter	9-10
Rosa Parks-Edison Elementary	District	K-5
SULLIVAN		
Rural Community Academy	Charter	K-8

Kansas

EMPORIA		
Turning Point Academy	Charter	K-12

Louisiana

BUNKIE		
Bunkie Elementary	District	PK-6
NEW ORLEANS		
A.P. Tureaud Technology Academy	District	PK-6
Abramson Science and Technology	Charter	K-12
Akili Academy of New Orleans	Charter	K-8
Batiste Cultural Arts Academy at Live Oak	Charter	PK-8
Benjamin Banneker Elementary	District	PK-8
Benjamin E. Mays Preparatory	Charter	K-8
Capital One New Beginnings – Gentility Terrace Charter	Charter	PK-8
Capital One New Beginnings – Medard H. Nelson Charter	Charter	PK-8
Capital One New Beginnings – Pierre A. Capdau Charter	Charter	K-8
Dr. Charles R. Drew Elementary	District	3-8
Edgar P. Harney Spirit of Excellence Academy	Charter	K-8
Firstline Schools – Arthur Ashe Charter	Charter	K-8
Firstline Schools – John Dibert Community	Charter	PK-8
Firstline Schools – Joseph S. Clark Preparatory High	Charter	9-12
Firstline Schools – Langston Hughes Academy Charter	Charter	K-8

CITY AND SCHOOL	TYPE	GRADES
George Washington Carver High	District	9-12
H.C. Schaumburg Elementary	District	PK-8
James M. Singleton Charter	Charter	PK-8
James W. Johnson Elementary	District	PK-8
John McDonogh High	District	9-12
Joseph A. Craig Elementary	District	PK-8
KIPP – Believe College Prep	Charter	5-8
KIPP – McDonogh 15 School for the Creative Arts	Charter	PK-8
KIPP – Believe Primary	Charter	K
KIPP – Central City Academy	Charter	5-8
KIPP – Central City Primary	Charter	K-4
KIPP – New Orleans Leadership Academy	Charter	5-6
KIPP – New Orleans Leadership Primary	Charter	K
KIPP – Renaissance High	Charter	9-12
Mary D. Coghill Elementary	District	PK-8
Miller-McCoy Academy for Math & Business	Charter	5-12
Murray Henderson Elementary	District	K-8
New Orleans Charter Science and Math Academy	Charter	9-12
New Orleans College Prep Charter	Charter	K-10
Paul B. Habans Elementary	District	PK-7
Pride College Preparatory Academy	Charter	K-7
Sarah Towles Reed Elementary	Charter	PK-8
Sarah Towles Reed Senior High	District	9-12
Schwarz Academy	District	9-12
Success Preparatory Academy	Charter	K-5
Walter L. Cohen High	District	9-12

Massachusetts

ADAMS		
Berkshire Arts and Technology Charter Public	Charter	6-12
BOSTON		
Academy of the Pacific Rim Charter	Charter	5-12
Boston Arts Academy	District	9-12
Boston Collegiate Charter	Charter	5-12
Boston Preparatory Charter Public	Charter	6-12
Boston Renaissance Charter Public	Charter	PK-6
City on a Hill Charter Public	Charter	9-12
Codman Academy Charter Public	Charter	9-12
Dearborn Middle	District	6-8
Dever Elementary	District	K-5
Dorchester Collegiate Academy Charter	Charter	4-6
Edward Brooke	Charter	K-8
Excel Academy Charter	Charter	5-8
James P. Timilty Middle	District	6-8
MATCH Charter Public High	Charter	6-12
Neighborhood House Charter	Charter	PK-8
Orchard Gardens Pilot	District	K-8
Roxbury Preparatory Charter	Charter	6-8
Smith Leadership Academy Charter Public	Charter	6-8
TechBoston Academy	District	6-12
The Harbor	District	6-8
Umana/Alighieri	District	K-8
Young Achievers Science and Math Pilot	District	K-8
CAMBRIDGE		
Benjamin Banneker Charter Public	Charter	K-6
Community Charter of Cambridge	Charter	7-12

CITY AND SCHOOL	TYPE	GRADES
Dr. Martin Luther King, Jr. Fletcher-Maynard Academy	District District	PK-8 PK-5
CHARLESTOWN		
Clarence R. Edwards Middle	District	6-8
CHELSEA		
Joseph A. Browne Phoenix Charter Academy	District Charter	5-8 9-12
DEVENS		
Francis W. Parker Charter Essential	Charter	7-12
EVERETT		
Pioneer Charter of Science	Charter	7-12
FALL RIVER		
Atlantis Charter Carlton M Viveiros Elementary Frank M Silvia Elementary Henry Lord Middle Matthew J. Kuss Middle	Charter District District District District	K-8 K-5 PK-5 6-8 6-8
FITCHBURG		
Arthur M. Longsjo, Jr. Middle	District	5-8
FRAMINGHAM		
Christa McAuliffe Regional Public Charter	Charter	6-8
GREENFIELD		
Greenfield Middle Newton School	District District	4-8 K-3
HADLEY		
Pioneer Valley Chinese Immersion Charter	Charter	K-8
HOLYOKE		
Holyoke Community Charter	Charter	K-8
LAWRENCE		
Community Day Charter Public	Charter	K-8
LOWELL		
Lowell Community Charter Public	Charter	K-6
LYNN		
KIPP – Lynn Academy KIPP – Lynn Collegiate Academy	Charter Charter	5-8 9
MALDEN		
Ferryway Mystic Valley Regional Charter Salemwood	District Charter District	K-8 K-12 K-8
MARBLEHEAD		
Marblehead Community Charter Public	Charter	4-8
MARLBOROUGH		
Advanced Math and Science Academy Charter	Charter	6-12
PLYMOUTH		
Rising Tide Charter	Charter	5-9
REVERE		
A.C. Whelan Garfield Middle	District District	PK-5 6-8
SALEM		
Salem Academy Charter The Saltonstall	Charter District	6-12 K-8
SOMERVILLE		
Prospect Hill Academy	Charter	K-12

CITY AND SCHOOL	TYPE	GRADES
SOUTH HADLEY		
Pioneer Valley Performing Arts Charter Public	Charter	7-12
SPRINGFIELD		
Martin Luther King, Jr. Charter of Excellence	Charter	K-5
WEST TISBURY		
Martha's Vineyard Public Charter	Charter	K-12
WORCESTER		
Abby Kelley Foster Charter Public City View Discovery Jacob Hiatt Magnet Seven Hills Charter Public	Charter District District Charter	K-12 PK-6 PK-6 K-6

Maryland

BALTIMORE		
Baltimore School For The Arts Benjamin Franklin High at Masonville Cove Commodore John Rodgers Elementary/Middle Frederick Douglass High KIPP – Harmony Academy KIPP – Ujima Village Academy New Song Academy Renaissance Academy High The SEED School of Maryland	District District District District Charter Charter District District Charter	9-12 9-12 PK-12 9-12 K-2 5-8 PK-8 9-12 6-9
SUITLAND		
Drew Freeman Middle	District	7-8

Michigan

ALPENA		
Bingham Arts Academy	Charter	K-8
ANN ARBOR		
Honey Creek Community	Charter	K-8
BAY CITY		
Bay County Public School Academy	Charter	PK-6
DEARBORN		
Advanced Technology Academy (Elementary/Middle) Advanced Technology Academy (High)	Charter Charter	PK-8 9-12
DETROIT		
Bethune Elementary – Middle Brenda Scott Academy for Theater Arts Central Collegiate Academy Crockett High Dixon/Lessenger Farwell Martin Luther King, Jr. High Mumford High Murphy Elementary – Middle Nolan Elementary Palmer Park Elementary – Middle Pershing High Phoenix Elementary Schulze Elementary – Middle Southwestern High	District District District District District District District District District District District District District District District	K-8 PK-8 9-12 9-12 K-8 K-8 9-12 9-12 PK-8 PK-8 PK-8 9-12 PK-8 PK-8 9-12

Appendix C

2011–2012 Expanded-Time Schools Across the U.S.

Michigan *continued*

CITY AND SCHOOL	TYPE	GRADES
University Yes Academy	Charter	6-7
Western International High	District	9-12
FLINT		
International Academy of Flint	Charter	K-12
Linden Charter Academy	Charter	K-8
Richfield Public School Academy	Charter	K-8
GRAND BLANC		
Grand Blanc Academy	Charter	K-8
GRAND RAPIDS		
West Michigan Aviation Academy	Charter	9-12
HIGHLAND PARK		
Business Entrepreneurship, Science, TECH. Academy	Charter	PK-8
HOLLY		
Holly Academy	Charter	K-8
HOWELL		
Kensington Woods High	Charter	9-12
INKSTER		
Discovery Arts and Technology Public School Academy	Charter	PK-8
LANSING		
Lansing Charter Academy	Charter	K-8
PONTIAC		
Arts and Technology Academy of Pontiac	Charter	K-8
SAGINAW		
International Academy of Saginaw	Charter	K-8
WARREN		
Great Oaks Academy	Charter	K-8
WYOMING		
San Juan Diego Academy	District	K-8
YPSILANTI		
Fortis Academy	Charter	K-8
South Arbor Charter Academy	Charter	K-8

Minnesota

DULUTH		
Kenwood-Edison Charter	Charter	K-5
Raleigh-Edison Academy	Charter	K-5
Washburn-Edison Junior Academy	Charter	6-8
EDEN PRAIRIE		
Eagle Ridge Academy Upper	Charter	6-12
MINNEAPOLIS		
Hiawatha Leadership Academy	Charter	K-4
KIPP – Stand Academy	Charter	5-8
Lighthouse Academy of Nations	Charter	8-12
SAINT PAUL		
Academia Cesar Chavez	Charter	K-6
Humboldt Secondary	District	7-12
Barack and Michelle Obama Service Learning Elementary	District	PK-6
Dayton's Bluff Achievement Plus Elementary	District	PK-6
Jackson Prep Magnet	District	PK-6

CITY AND SCHOOL	TYPE	GRADES
John A. Johnson Achievement Plus Elementary	District	PK-6
Saint Paul Music Academy	District	K-6
Washington Technology Magnet	District	7-11

Missouri

KANSAS CITY		
Allen Village School	Charter	K-8
KIPP – Endeavor Academy	Charter	5-8
ST. LOUIS		
KIPP – Inspire Academy	Charter	5-7
Confluence Academy Old North Campus	Charter	K-8
Confluence Academy South City	Charter	K-8
Confluence Academy Walnut Park Campus	Charter	K-8
Confluence Prep Academy	Charter	9-12

Mississippi

JACKSON		
Wingfield High	District	9-12

North Carolina

CHARLOTTE		
Albemarle Road Elementary		
Academy of World Studies	District	K-5
Allenbrook Elementary	District	K-5
Ashley Park	District	K-8
Bain Elementary	District	K-5
Ballantyne Elementary	District	K-5
Barringer Academic Center	District	K-5
Berewick Elementary	District	K-5
Berryhill School	District	K-8
Beverly Woods Elementary	District	K-5
Billingsville Elementary	District	PK-5
Briarwood Academy	District	K-5
Bruns Academy	District	K-8
Chantilly Montessori	District	PK-6
Clear Creek Elementary	District	K-5
Collinswood Language Academy	District	K-6
Cornelius Elementary	District	K-5
Cotswold Elementary	District	K-6
Croft Community	District	K-6
David Cox Road Elementary	District	K-5
Devonshire Elementary	District	K-5
Dilworth Elementary	District	K-5
Druid Hills Academy	District	PK-8
Eastover Elementary	District	K-5
Elizabeth Traditional Elementary	District	K-5
Elon Park Elementary	District	K-5
Endhaven Elementary	District	K-5
First Ward Creative Arts Academy	District	K-5
Greenway Park Elementary	District	K-5
Hawk Ridge Elementary	District	K-5
Hickory Grove Elementary	District	K-5
Hidden Valley Elementary	District	K-5

CITY AND SCHOOL	TYPE	GRADES
Highland Creek Elementary	District	K-5
Highland Mill Montessori Elementary	District	PK-6
Highland Renaissance Academy	District	K-5
Hornets Nest Elementary	District	K-5
Huntingtowne Farms	District	K-5
Idlewild Elementary	District	K-5
Irwin Academic Center	District	K-5
J.H. Gunn Elementary	District	K-5
John Motley Morehead STEM Academy	District	K-8
Joseph W. Grier Academy	District	K-5
KIPP – Charlotte	Charter	5-8
Lake Wylie Elementary	District	K-5
Lansdowne Elementary	District	K-5
Lebanon Road	District	K-5
Mallard Creek Elementary	District	K-5
McAlpine Elementary	District	K-5
McKee Road Elementary	District	K-5
Merry Oaks International Academy Elementary	District	K-5
Montclair Elementary	District	K-5
Mountain Island Elementary	District	K-5
Myers Park Traditional Elementary	District	K-5
Nathaniel Alexander Elementary	District	K-5
Nations Ford Elementary	District	K-5
Newell Elementary	District	K-5
Oakdale Elementary	District	K-5
Oaklawn Language Academy	District	K-8
Olde Providence Elementary	District	K-5
Park Road Montessori	District	PK-6
Paw Creek Elementary	District	K-5
Pinewood Elementary	District	K-5
Piney Grove Elementary	District	K-5
Polo Ridge Elementary	District	K-5
Providence Spring Elementary	District	K-5
Rama Road Elementary	District	K-5
Reedy Creek Elementary	District	K-5
Reid Park Academy	District	K-5
River Gate Elementary	District	K-5
River Oaks Academy	District	K-5
Sedgefield Elementary	District	K-5
Selwyn Elementary	District	K-5
Shamrock Gardens Elementary	District	K-5
Sharon Elementary	District	K-5
Smithfield Elementary	District	K-5
Statesville Road Elementary	District	K-5
Steele Creek Elementary	District	K-5
Stoney Creek Elementary	District	K-5
Thomasboro Academy	District	K-8
Tuckaseegee Elementary	District	K-5
University Meadows Elementary	District	K-5
University Park Creative Arts	District	K-5
Waddell Language Academy	District	K-8
Walter G. Byers	District	K-8
Westerly Hills Academy	District	K-8
Whitewater Academy	District	K-5
Winding Springs Elementary	District	K-5
Windsor Park Elementary	District	K-5
Winget Park Elementary	District	K-5
Winterfield Elementary	District	K-5

CITY AND SCHOOL	TYPE	GRADES
CORNELIUS		
J.V. Washam Elementary	District	K-5
DAVIDSON		
Davidson Elementary	District	K-5
GASTON		
KIPP – Gaston College Preparatory	Charter	5-12
KIPP – Pride High	Charter	9-12
GREENSBORO		
Brooks Global Studies Extended-Year Magnet	District	K-5
Washington Montessori	District	PK-5
HIGH POINT		
Johnson Street Global Studies	District	K-8
HUNTERSVILLE		
Barnette Elementary	District	K-5
Blythe Elementary	District	K-5
Huntersville Elementary	District	K-5
Long Creek Elementary	District	K-5
Torrence Creek Elementary	District	K-5
MATTHEWS		
Crown Point Elementary	District	K-5
Elizabeth Lane Elementary	District	K-5
Matthews Elementary	District	K-5
PINEVILLE		
Pineville Elementary	District	K-5
Sterling Elementary	District	K-5

North Dakota

MINOT		
Central Campus	District	9-10

New Hampshire

MERRIMACK		
Academy for Science and Design	Charter	7-12
PEMBROKE		
Strong Foundations Charter	Charter	K-7

New Jersey

ASBURY PARK		
Hope Academy Charter	Charter	K-8
ATLANTIC CITY		
Oceanside Charter	Charter	PK-8
CAMDEN		
Camden Academy Charter High	Charter	9-12
Camden High	District	9-12
Camden's Promise Charter Middle	Charter	5-8
D.U.E. Season Charter	Charter	K-8
Environment Community Charter	Charter	K-5
Freedom Academy Charter	Charter	5-8
Leap Academy University Charter	Charter	K-12

Appendix C

2011–2012 Expanded-Time Schools Across the U.S.

New Jersey *continued*

CITY AND SCHOOL	TYPE	GRADES
CEDAR BROOK		
Institute Of Excellence Charter	Charter	K-2
EAST ORANGE		
Cicely Tyson Community School of Performing & Fine Arts Secondary	District	6-12
East Orange Community Charter	Charter	K-4
Pride Academy Charter	Charter	5-8
ELIZABETH		
Juan Pablo Duarte – Jose Julian Marti No. 28	District	PK-8
Mabel G. Holmes No. 5	District	PK-8
William F Halloran No. 22	District	2-8
A. Hamilton Prep Academy	District	9-12
Abraham Lincoln No. 14	District	K-8
Admiral W. F. Halsey Leadership Academy	District	9-12
Benjamin Franklin No. 13	District	PK-8
Charles J. Hudson No. 25	District	PK-8
Christopher Columbus No. 15	District	K-8
Dr. A Einstein Academy No. 29	District	K-7
Dr. Antonia Pantoja No. 27	District	PK-8
Dr. Orlando Edreira Academy School No. 26	District	PK-8
Elizabeth High	District	9-12
Elmora School No. 12	District	PK-8
George Washington School No. 1	District	PK-8
John E. Dwyer Technology Academy	District	9-12
John Marshall No. 20	District	PK-5
Joseph Battin No. 4	District	K-8
Madison-Monroe No. 16	District	K-10
Marquis de Lafayette No. 6	District	PK-8
Monsignor João S. Antão No. 31	District	PK-8
Nicholas Murray Butler No. 23	District	PK-8
Nicholas S. La Corte-Peterstown No. 3	District	K-8
Robert Morris No. 18	District	K-8
Ronald Reagan Leadership Academy No. 30	District	K-8
Terence C Reilly No. 7	District	2-8
Thomas A. Edison Career & Technology Academy	District	9-12
Thomas Jefferson Arts Academy	District	9-12
Victor Mravlag No. 21	District	PK-3
Winfield Scott School No. 2	District	K-8
Woodrow Wilson No. 19	District	PK-5
ENGLEWOOD		
Englewood On The Palisades Charter	Charter	K-5
GARFIELD		
Bergen Arts And Science Charter	District	K-8
HACKENSACK		
Bergen Acads Hackensack	District	9-12
IRVINGTON		
Burch Charter Of Excellence	Charter	K-4
JERSEY CITY		
Jersey City Golden Door Charter	Charter	K-8
Liberty Academy	Charter	K-8
Schomburg Charter	Charter	K-6
The Ethical Community Charter	Charter	K-3
LAKE COMO		
Academy Charter High	Charter	9-12

CITY AND SCHOOL	TYPE	GRADES
LEONIA		
Leonia High	District	9-12
MONTCLAIR		
Renaissance at Rand	District	6-8
NEWARK		
Adelaide L. Sandford Charter	Charter	K-6
Barringer 9th Grade Academy	District	9
Barringer High	District	10-12
Brick Avon Academy	District	K-5
Central High	District	9-12
Dayton Street School	District	PK-8
Greater Newark Charter	Charter	5-8
KIPP – TEAM Academy Charter	Charter	5-8
Lady Liberty Academy Charter	Charter	K-8
Malcolm X Shabazz High	District	9-12
Maria L. Varisco-Rogers Charter	Charter	K-8
Marion P. Thomas Charter	Charter	K-8
New Horizons Community Charter	Charter	K-5
Newark Vocational High	District	9-12
North Star Academy – Clinton Hill Middle	Charter	5-8
North Star Academy – College Preparatory High	Charter	9-12
North Star Academy – Downtown Middle	Charter	5-8
North Star Academy – Vailsburg Campus	Charter	K-4
North Star Academy – West Side Park Elementary	Charter	K-1
Robert Treat Academy Charter	Charter	K-3
Science Park High	District	7-12
TEAM Charter – Newark Collegiate Academy	Charter	9-12
TEAM Charter – Rise Academy	Charter	5-8
The Gray Charter	Charter	K-8
University Heights Charter	Charter	K-5
West Side Academy of Finance	District	9-12
West Side High	District	10-12
PATERSON		
Paterson Charter for Science and Technology	Charter	K-12
PLAINFIELD		
Central Jersey Arts Charter	Charter	K-8
Plainfield Academy for the Arts and Advanced Studies	District	7-12
Queen City Academy Charter	Charter	K-8
Union County Technology, Engineering, Architecture, Math, and Science (TEAMS) Charter	Charter	K-12
PRINCETON		
Princeton Charter	Charter	K-8
RED BANK		
Red Bank Charter	Charter	K-8
TRENTON		
Emily Fisher Charter of Advanced Studies	Charter	6-12
Foundation Academy Charter	Charter	5-8
Paul Robeson Charter	Charter	4-7
Village Charter	Charter	K-8
VINELAND		
Vineland Public Charter	Charter	K-5

New Mexico

CITY AND SCHOOL	TYPE	GRADES
ALBUQUERQUE		
Cien Aguas International Charter	Charter	K-8
CROWNPOINT		
Crownpoint High	District	9-12
SANTA FE		
Ramirez Thomas Elementary	District	K-5

Nevada

LAS VEGAS		
Andre Agassi College Preparatory Academy	Charter	K-12
Carson Elementary	District	K-5
RENO		
Academy of Arts, Careers & Technology	District	9-12

New York

ALBANY		
Green Tech High Charter	Charter	9-12
KIPP – Tech Valley	Charter	5-8
BRONX		
Bronx Early College Academy for Teaching and Learning	District	6-11
Green Dot New York Charter	Charter	9-12
KIPP – Academy Elementary	Charter	K-3
KIPP – Academy Middle	Charter	5-8
New York City Charter High School for Architecture, Engineering and Construction Industries	Charter	9-12
BROOKLYN		
Achievement First – Apollo Elementary	Charter	K-2
Achievement First – Brooklyn High	Charter	9-12
Achievement First – Brownsville Elementary Charter	Charter	K-4
Achievement First – Bushwick Elementary	Charter	K-4
Achievement First – Bushwick Middle	Charter	5-8
Achievement First – Crown Heights Elementary Charter	Charter	K-4
Achievement First – Crown Heights Middle Charter	Charter	5-8
Achievement First – East New York Charter	Charter	K-4
Achievement First – East New York Middle	Charter	5-7
Achievement First – Endeavor Middle	Charter	5-8
Bedford Academy High	District	9-12
Brooklyn Generation	District	9-12
Empower Charter	Charter	K-3
Excellence Boys Charter of Bedford Stuyvesant	Charter	K-8
Explore Charter	Charter	K-8
KIPP – AMP Academy	Charter	5-8
Leadership Preparatory Bedford Stuyvesant Charter	Charter	K-6
M.S. 035 Stephen Decatur Middle	District	6-8
New Hope Academy Charter	Charter	K-3
PAVE Academy Charter	Charter	K-4
Williamsburg Charter High	Charter	9-12
Williamsburg Collegiate Charter	Charter	5-8

CITY AND SCHOOL	TYPE	GRADES
Young Scholars' Academy for Discovery and Exploration	District	K-5
BUFFALO		
Buffalo Academy of Science Charter	Charter	7-12
Charter for Applied Technologies Elementary	Charter	K-5
Charter for Applied Technologies High	Charter	9-12
Charter for Applied Technologies Middle	Charter	6-8
PS 37 Futures Academy	District	PK-8
CALVERTON		
Riverhead Charter	Charter	K-6
HEMPSTEAD		
The Academy Charter	Charter	K-4
MOUNT VERNON		
Amani Public Charter	Charter	5
NEW YORK		
Democracy Prep Charter High	Charter	9-11
Democracy Prep Charter Middle	Charter	6-8
Democracy Prep Harlem Middle	Charter	6-7
Harlem Prep Elementary	Charter	K-4
Isaac Newton Middle School for Math & Science	District	6-8
KIPP – Infinity Middle	Charter	5-8
KIPP – NYC College Prep	Charter	9-11
KIPP – STAR College Prep	Charter	5-8
The Sisulu-Walker Charter of Harlem	Charter	K-5
Thurgood Marshall Academy Lower School	District	K-5
Urban Assembly Institute for New Technologies	District	6-8
QUEENS VILLAGE		
Merrick Academy-Queens Public Charter	Charter	K-6
ROCHESTER		
Eugenio Maria De Hostos Charter	Charter	K-8
True North Rochester Preparatory Middle School Charter	Charter	5-8
SOUTH BRONX		
South Bronx Classical Charter	Charter	K-5
STATEN ISLAND		
New World Preparatory Charter	Charter	6-7
TROY		
Ark Community Charter	Charter	K-6
YONKERS		
Charter of Educational Excellence	Charter	K-7

Ohio

CINCINNATI		
Clark Montessori High	District	7-12
James N. Gamble Montessori High	District	7-12
Mt. Healthy Preparatory and Fitness Academy	Charter	K-8
CLEVELAND		
Arts and Science Preparatory Academy	Charter	K-8
Campus International School @ CSU	District	K-2
Cleveland Arts & Social Sciences Academy	Charter	K-8
Kenneth W. Clement Boys Leadership Academy	District	PK-6
Douglas MacArthur Girls Leadership Academy	District	PK-5

Appendix C

2011–2012 Expanded-Time Schools Across the U.S.

Ohio *continued*

CITY AND SCHOOL	TYPE	GRADES
New Tech @ East Tech	Charter	9-10
New Tech West	Charter	9-10
Valley View Boys Leadership Academy	District	PK-6
Warner School Girls Leadership Academy	District	PK-5
COLUMBUS		
Columbus Arts & Technology Academy	Charter	K-8
Columbus Humanities Arts and Technology Academy	Charter	K-8
Columbus Preparatory Academy	Charter	K-8
Columbus Preparatory and Fitness Academy	Charter	K-8
Eastland Performance Academy	Charter	K-8
KIPP – Journey Academy	Charter	5-8
Northland Preparatory and Fitness Academy	Charter	K-8
Whitehall Preparatory and Fitness Academy	Charter	K-8
DAYTON		
Dayton Leadership Academies – Dayton Liberty Campus	Charter	K-8
Dayton Leadership Academies – Dayton View Campus	Charter	K-8
Life Skills Center of Dayton	Charter	9-12
EAST CLEVELAND		
MC ² STEM High	District	9-12
LORAIN		
Academy of Arts and Sciences	Charter	K-3
Lorain Preparatory Academy	Charter	3-8
MANSFIELD		
Foundation Academy of Mansfield	Charter	K-8
MIDDLETOWN		
Middletown Preparatory and Fitness Academy	Charter	K-8
SPRINGFIELD		
Springfield Preparatory and Fitness Academy	Charter	K-8
TOLEDO		
Star Academy of Toledo	Charter	K-8
Toledo Preparatory and Fitness Academy	Charter	K-8
TROTWOOD		
Trotwood Preparatory and Fitness Academy	Charter	K-8
WARREN		
Academy of Arts and Humanities	Charter	K-8
WESTERVILLE		
Cornerstone Academy	Charter	K-8
YOUNGSTOWN		
Youngstown Academy of Excellence	Charter	K-8

Oklahoma

OKLAHOMA CITY		
KIPP – Reach College Preparatory	Charter	5-8
Stanley Hupfeld Academy at Western Village	Charter	PK-5
TULSA		
Clinton Middle	District	7-8
KIPP – Tulsa	Charter	5-8

Oregon

CITY AND SCHOOL	TYPE	GRADES
SALEM		
Hallman Elementary	District	K-5
Washington Elementary	District	K-5

Pennsylvania

ALLENTOWN		
Francis D. Raub Middle	District	6-8
BETHLEHEM		
Lehigh Valley Academy	Charter	K-12
HARRISBURG		
Sylvan Heights Science Charter	Charter	K-4
HOMESTEAD		
Propel – Homestead	Charter	K-8
MCKEESPORT		
Propel – McKeesport	Charter	K-8
MUNHALL		
Propel – Andrew Street High	Charter	9-12
PHILADELPHIA		
Boys' Latin of Philadelphia Charter	Charter	9-12
Dr. Ethel D. Allen Promise Academy	District	K-6
Dunbar Promise Academy	District	PK-8
Germantown High	District	9-12
KIPP – DuBois Collegiate Academy	Charter	9-10
KIPP – Philadelphia Charter	Charter	5-8
KIPP – Philadelphia Elementary Academy	Charter	K-1
KIPP – West Philadelphia Preparatory	Charter	5-7
Mastery Charters – Harritty Elementary	Charter	K-8
Potter-Thomas Promise Academy	District	K-8
Roberto Clemente Promise Academy	District	5-8
Roberts Vaux High	District	9-12
Southwest Leadership Academy	Charter	K-6
University City Promise Academy	District	9-12
Young Scholars – Frederick Douglass Charter	Charter	K-8
PHOENIXVILLE		
Renaissance Academy Charter	Charter	K-12
PITTSBURGH		
Fort Pitt Elementary	District	PK-5
Pittsburgh Arlington	District	PK-8
Pittsburgh Colfax	District	K-8
Pittsburgh Murray	District	PK-8
Pittsburgh Northview	District	PK-8
Pittsburgh Weil	District	PK-5
Propel – Montour	Charter	K-8
SIMPSON		
Fell Charter Elementary	Charter	K-8
TURTLE CREEK		
Propel East	Charter	K-8
Woodland Hills Academy	District	K-7

Rhode Island

CENTRAL FALLS		
Central Falls High	District	9-12

Tennessee

CITY AND SCHOOL	TYPE	GRADES
MEMPHIS		
KIPP – Memphis Collegiate Middle	Charter	5-8
NASHVILLE		
Bordeaux Elementary Enhanced Option	District	PK-4
Buena Vista Elementary Enhanced Option	District	PK-5
Caldwell Enhanced Option Elementary	District	PK-4
Cameron College Preparatory	Charter	5
Cockrill Elementary	District	PK-4
East End Preparatory	Charter	K
Fall Hamilton Enhanced Option Elementary	District	PK-4
Glenn Elementary Enhanced Option	District	PK-4
KIPP – Academy Nashville	Charter	5-8
Kirkpatrick Elementary Enhanced Option	District	PK-4
LEAD – Academy High	Charter	9-10
LEAD – Academy Middle	Charter	5-8
Liberty Collegiate Academy	Charter	5
Napier Elementary Enhanced Option	District	PK-4
Nashville Prep	Charter	5
New Vision Academy	Charter	5-7
Park Avenue Elementary Enhanced Option	District	PK-4
Robert Churchwell Museum Magnet Elementary	District	PK-4
Shwab Elementary	District	PK-4
STEM Preparatory Academy	Charter	5-8
Warner Elementary Enhanced Option	District	PK-4
WHITES CREEK		
Alex Green Elementary	District	PK-4

Texas

ALAMO		
IDEA – Alamo	Charter	K-11
AUSTIN		
KIPP – Austin Academy of Arts & Letters	Charter	5-7
KIPP – Austin College Prep	Charter	5-8
KIPP – Austin Collegiate	Charter	9-12
KIPP – Austin Comunidad	Charter	K-1
KIPP – Austin Connections Elementary	Charter	K
BEEVILLE		
St. Mary's Academy Charter	Charter	K-6
BROWNSVILLE		
IDEA – Frontier	Charter	K-12
DALLAS		
KIPP – Truth Academy	Charter	5-8
DONNA		
IDEA – Donna	Charter	K-12
EDINBURG		
IDEA – Quest	Charter	K-12
FORT WORTH		
International Newcomer Academy	District	6-9
T.A. Sims Elementary	District	PK-5
Versia L. Williams Elementary	District	PK-5
GALVESTON		
KIPP – Coastal Village Middle	Charter	5-6
KIPP – Coastal Village Primary	Charter	PK-3

CITY AND SCHOOL	TYPE	GRADES
HOUSTON		
Attucks Middle	District	6-8
Briar Meadow Charter	Charter	PK-5
Dowling Middle	District	6-8
Fondren Middle	District	6-8
Jones High	District	9-12
Kashmere High	District	9-12
Key Middle	District	6-8
KIPP – Generations Collegiate	Charter	9
KIPP – 3D Academy	Charter	5-8
KIPP – Academy Middle	Charter	5-8
KIPP – DREAM Prep	Charter	PK-4
KIPP – Explore Academy	Charter	PK-2
KIPP – Houston High	Charter	9-12
KIPP – Intrepid Preparatory	Charter	5-8
KIPP – Legacy Preparatory	Charter	K-1
KIPP – Liberation College Preparatory	Charter	5-8
KIPP – PEACE Elementary	Charter	K
KIPP – Polaris Academy for Boys	Charter	5-8
KIPP – SHARP Prep	Charter	PK-4
KIPP – Sharpstown College Preparatory	Charter	5-8
KIPP – SHINE Prep	Charter	PK-4
KIPP – Spirit College Prep	Charter	5-8
KIPP – Sunnyside High	Charter	9-10
KIPP – Voyage Academy for Girls	Charter	5-7
KIPP – Zenith Academy	Charter	K-2
Lee High	District	9-12
Ryan Middle	District	6-8
SER-Niños Charter	Charter	PK-5
Sharpstown High	District	9-12
YES Prep – East End	Charter	6-12
YES Prep – Gulfport	Charter	6-10
YES Prep – North Central	Charter	6-12
YES Prep – North Forest	Charter	6-10
YES Prep – Southeast	Charter	6-12
YES Prep – Southwest	Charter	6-12
YES Prep – West	Charter	6-8
SAN ANTONIO		
KIPP – Aspire Academy	Charter	5-8
KIPP – Camino Academy	Charter	5-6
KIPP – University Prep High	Charter	9-10
SAN JUAN		
IDEA – San Juan	Charter	K-11

Virginia

NEWPORT NEWS		
An Achievable Dream Middle & High	District	6-12

Washington

MARYSVILLE		
Quil Ceda Elementary	District	K-5
SUNNYSIDE		
Sunnyside High	District	9-12
YAKIMA		
Washington Middle	District	6-8

Join the Movement: Accessing the NCTL Expanded-Time Schools Database

At the National Center on Time & Learning, we are committed to tracking the diverse and growing world of expanded-time schools and disseminating information on these innovative schools through our online **NCTL Expanded-Time Schools Database**. Responding to the dynamism of this burgeoning field, NCTL will continue to update and expand this database as new schools are identified.

If you are an educator at an expanded time school that is not yet included in the NCTL Database, we encourage you to visit us at www.timeandlearning.org/db/ to add your school and be listed among the leaders in this field. And if your school is already included, please help us provide further details and/or any updates for the entry.

In addition, we encourage the use of the **NCTL Expanded-Time Schools Database** as the preeminent resource for school leaders, policymakers, researchers, and members of the media seeking to investigate the current field of expanded-time schools as well as the potential of expanded learning time, moving forward. Please continue to visit our website as new resources are continually added in an effort to track how expanded-time schools are leveraging time wisely and well to generate deep and lasting educational improvement and enable all students to achieve future success.

Search the Expanded-Time Schools Database

Select one or more states
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island

Years | 2011-2012

Basic Search Criteria

check/uncheck all ☐

Grades Served

Elementary (PK-5) ☐
Middle (6-8) ☒
High (9-12) ☐

Total Number of Days in School Year

180 days or fewer ☐
181-190 days ☐
191-200 days ☒
200+ days ☒

Total Number of Hours in School Day

6 to 7 hours ☐
7+ to 8 hours ☒
8+ hours ☒

School Status

Traditional District Schools ☐
Charter Schools ☒

Additional Search Criteria

*Please note that schools may have missing data in the following categories.

Include schools with missing data?*

check/uncheck all ☐

School Setting

Urban ☒
Suburban ☐
Rural ☐

Other

More than 75% Free/Reduced Price Lunch ☐
Title I Eligible ☐
School Improvement Grant Program ☐

Search

Schools Database

School Name	City	State
Arts and Science Prep. Academy	Cleveland	OH
Cleveland Arts & Social Sciences Academy	Cleveland	OH
Columbus Arts & Technology Academy	Columbus	OH
Columbus Humanities Arts and Technology Academy	Columbus	OH
Columbus Preparatory Academy	Columbus	OH
Foundation Academy of Mansfield	Mansfield	OH
Star Academy of Toledo	Toledo	OH
Academy of Arts and Humanities	Warren	OH
Youngstown Academy of Excellence	Youngstown	OH
KIPP Tulsa College Preparatory	Tulsa	OK

Download Data to Excel

check all ☐

General Information

School and Student Demographic Information

☐ School Schedule Information

Year ☒ 2011-2012

Fields ☐ Start Time for Students
☐ End Time for Students
☐ Early Release or Late Start Day
☒ Total Hours per Day
☒ Total Days per Year
☐ Additional Minutes per Day
☐ Additional Days per Year
☐ Saturday Classes
☐ Four-Day School Week
☐ Year established as an Expanded Time School

44 MAPPING THE FIELD

NATIONAL CENTER ON TIME & LEARNING

The National Center on Time & Learning (NCTL) is dedicated to expanding learning time to improve student achievement and enable a well-rounded education. Through research, public policy, and technical assistance, NCTL supports national, state, and local initiatives that add significantly more school time to help children meet the demands of the 21st century and prepare for success in college and careers.

TIME TO SUCCEED COALITION

The Time to Succeed Coalition (TSC) is a broad and diverse coalition working to ensure that all children in our nation's high-poverty communities have more and better learning time in school to prepare them for success. Led by the Ford Foundation and the National Center on Time & Learning, TSC is building the movement to expand learning time and to help communities overcome barriers to change. It is time to succeed—and with expanded learning time, we will succeed.

MAPPING THE FIELD: A REPORT ON EXPANDED-TIME SCHOOLS IN AMERICA

Lead Author

Jessica Edwards, *Research Manager*, NCTL

Contributing Writers

David Farbman, *Senior Researcher*, NCTL

Fran O'Reilly, *Evidence-Based Education Research & Evaluation*, LLC

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Co-Founder & President

Claire Kaplan

Vice President of Knowledge Management & Strategy

Blair Brown

Director of Communications & External Affairs

George Mastoras

Manager of Communications & Policy

Diane Sherlock

Editorial Director

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Professional Photography

Gustav Freedman

Don West

Todd Williamson

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NATIONAL CENTER ON
TIME & LEARNING

24 School Street, 3rd Floor
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Tel (617) 378-3940 | Fax (617) 723-6746

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